

Headmaster's Diary

Meanwhile, back at Candlewick Comprehensive, Smellcroft's return to the chalkface falls foul of a Yorkshire mist

Once again I pick up my pen to bring this account of our doings up to date. The minutiae of school life have been much in evidence this term, so that leaking roofs and blocked toilets have made it harder for me to focus on long-term strategies for the development of Candlewick Comprehensive. I have, however, circulated an important paper to the staff which should soon improve our whole approach and style of working. I have called it "Creating a Climate of Self-Awareness", which I thought struck just the right note of firm but friendly leadership.

I sent a copy to the assistant education officer for secondary education, Cosmo Bland, since I knew he was keen on this new business of school self-evaluation, as it is called. Even Smithson of Boglethorpe - the school just down the road from us - has tried to wangle some publicity out of this new idea, with a full-page spread in the last issue of the *Candlewick Courier* - showing Smithson standing beside a table covered in books. There was a headline about "Boglethorpe - the school where traditional standards really count".

It turned out that Smithson had simply collected all the textbooks used in the school and called it an exhibition of "standards". Smithson was quoted as saying: "We constantly evaluate our efforts here at Boglethorpe, and that is why our tried and tested traditional textbooks take pride of place." And there was Smithson, holding up a copy of Hall and Knight's *Algebra* - first published, I think, in about 1885 - saying: "Modern society requires a maturity of approach, a judicious blend of old and new. Close and continuous assessment of all we do makes Boglethorpe the school you can trust".

Even Councillor Dimplicke, our chairman of governors, noticed the article and phoned up to ask me what I was doing to keep our numbers up. I assured him I had a full programme under way, but I was rather put out by the way Smithson had jumped the gun. However, Cosmo Bland called in to give me a copy of the county's new booklet, *Keeping the School up to Scratch*, which consists of a most valuable list of questions which we need to keep asking ourselves.

I was surprised that Arnold-Bogwin, my deputy, was not more enthusiastic about this exciting approach. I pointed out that self-awareness was, as they say, "the name of the game", and that one of the county's suggestions for heads is that they keep a diary. I was not a little proud of the fact that, quite independently, I had stumbled on the importance of this. I am sure I have learnt a lot from keeping these notes on my activities, quite apart from the benefit to posterity.

However, I drew Arnold's attention to one of the key recommendations, which was that I should spend a day following a class round the school. I knew that this kind of thing was all the rage at the moment, so I fixed a day to devote to this, and instructed Mrs Snodde, my secretary, that absolutely nothing should interrupt this vital process. I then called a special staff meeting to launch my new paper and distribute copies of the county booklet.

I had expected objections from Cecil Stonejaw, our head of history, but as it happened he had gone off to the Yorkshire fells with a party of four years doing the Duke of Edinburgh Award. So it all passed off smoothly, and I explained how I would be sitting in classrooms making careful diagrams of "areas of maximum interaction", and timing careful interventions using a five-point scale. I also asked staff for their suggestions on ways in which we



"Creating a Climate of Self-Awareness": Dr Smellcroft.

could make Candlewick more responsive to current trends and the wider society. Someone suggested a Space Invader machine in the staffroom, but I pointed out it was school procedures which we needed to look at.

Then Cedric Moth, our head of music, said: "What about inflation and the school merit awards? A sensitive improvisation on the chime bars is only worth one house point, fixed by Mr Charnage ten years ago. I reckon six is the going rate now." There was laughter at this, but I took it to be a serious suggestion and promised to "take it on board", as our chief education officer says. I must say, though, that the further Cedric Moth gets into his OU degree course, the more impenetrable some of his remarks become.

The next day I arrived early, and joined 2R in the playground with my pad and coloured pencils. I think Arnold-Bogwin was a bit surprised to see me at morning registration - he was standing in for the form tutor, who was ill - but he got into the spirit of the thing by calling out "Dr Smellcroft?" on the register. Unfortunately I rather misunderstood his meaning, and said "No, no - I must not be disturbed today". Arnold said, "Present, right on the button" and so the incident passed off pleasantly. Then Arnold went off to investigate marking styles across the curriculum.

I must say there were times when, frequently, when I found my concentration wandering over my interaction analysis, but on the whole it was an interesting day and I am sure the pupils found it valuable to see my keen interest in their affairs. I also dealt of date which I can put into graphical form and send to Cosmo Bland. He is most impressed by that kind of thing.

Alas, when I opened the office door I knew at once that something had gone badly wrong. Mrs Snodde was saying: "But Dr Smellcroft was quite adamant about it", and Arnold Bogwin was packing up and down, saying: "She would have to ring while I was asking the staff simple questions about marking styles books." It turned out that the Duke of Edinburgh party had been lost in an overnight mist, and failed to appear at their next checkpoint. A helicopter

search for our pupils had been going on all day, and the item had been on the BBC lunchtime news. The local reporter had rung up to ask for my comments before the paper went to press. Unfortunately neither I nor Arnold was available and Mrs Snodde had had to deal with her.

Luckily, it all proved to be a false alarm. Soon the police phoned through to say that Cecil Stonejaw and his party had walked into a village, right as rain. But I was somewhat crestfallen to see that the *Courier* had made the story front page news, with a picture of me shaking hands with a Dalek at last year's summer fete, and the headline "Headmaster sits in classroom while police hunt pupils in terror fog". Then it began: "As the whole nation waited anxiously for news of the Candlewick School expedition lost in Yorkshire's worst fog for 60 years, their headmaster, Dr James Smellcroft, was not available for comment. 'He is in a classroom all day, learning with the pupils', said school secretary Mrs Beryl Snodde. And the deputy head, Mr Bogwin, was 'telling staff how to mark the children's work'. The father of one of the lost youngsters, Wayne Foskett, told *The Courier*: 'I am sick as a parrot about the whole trip'."

Then the phone rang again, and it was Cecil Stonejaw from London, on his way home. Naturally I was overjoyed, but it was upsetting when Cecil, who must have been told about the piece in the newspaper, said: "I think, headmaster, we could do with a little less self-awareness, and a bit more school awareness." For once, I was at a loss for an adequate response.

However, all turned out very well in the end. Arnold Bogwin quickly arranged a hero's welcome for the party when they returned, and even Smithson telephoned me with his good wishes. "This kind of thing is worth a lot more in public relations than all that self-assessment nonsense", he said. "You'll find your first choices for next year's intake will go through the roof, now those kids are back safe and sound. Play up the Gold Awards, British flag, and that sort of thing, and to hell with time and motion study in class-rooms!" It was a touching moment, and I was, again, too overcome to

Personal column

Mary Warnock

Colonial enterprise

At the beginning of the holidays, it is worth asking how many children will have enjoyed the holidays when they return to school? How many will have profited from them? How many, on the other hand, will have been bored, neglected or forced to do things they didn't much want to do?

It would be lovely to think that most would have benefited from having nothing much to do, from having a chance to talk to real grown-ups, not just to teachers, from time to time television, listen to day-time radio, read non-school books and wander about in non-school places, and simply get on with their own lives. But it is a lot to ask. Looking back on my own children's summer holidays, most of what I remember is agreeable. But I also remember quarrels and spending money on useless things.

One way to give the holiday a focus is for a child to go away without his parents. This can be the most marvellous freedom. "Boarding" has a bad name, and is often spoken of as a fate to be avoided at all costs, something no child should have to submit to. I do not believe this is necessarily true even of boarding school. It is certainly not true of holiday camps. But one of the best organizations for providing such holidays, the Council for Colony Holidays for Schoolchildren, which is a registered charity, seems, alas, to be in some financial difficulty. I hope it survives, and indeed expands, because it is unique.

Many children's holidays are on offer, but most seem to be specialist, offering opportunities to learn to sail or ski or go pony-trekking through Wales, or else to be purely commercial arrangements which offer glorified child-minding for parents to use when they feel they must.

In Great Britain, Colony Holidays are the only organized children's holidays where a child can go with no particular activity in mind; and, unlike purely commercial holidays, they command a degree of loyalty from both children and grown-ups which is important to their success.

Going on a Colony is a little like going to a Guide camp except that you sleep indoors, and there is no overly moral vocabulary in use, no vows, no Good Deeds and no uniform. But there is equal dedication on the part of the grown-ups, and equally unremitting activity on the part of the children, combined with, perhaps, a greater commitment to enjoying themselves.

Indeed, if a child genuinely does not enjoy activity, if he is, shall we say, a solitary, or prone to extremes of exhaustion, then he would not just mildly dislike the holidays, he would hate them. Many children are gregarious, socially when they get away from critical and inhibiting eyes of parents or siblings. Many children are elaborate, imaginative, outdoorsy, team games, they enjoy arguments, being read to, and so on.

But such a holiday is even more for some children are sponsored, i.e. a. or by, for example, the radio station. The mix of sponsored and non-sponsored children is an important factor. The data care who come, and there is a considerable number of them, in relation between themselves and grown-ups quite markedly different from that which they have to expect from their expensive professionals.

I would like to see the still, at present there are, in fact, colonies in Northern Ireland held in Ireland itself. In these children could come "mixed" colonies, and be held in Ireland could be "mixed".

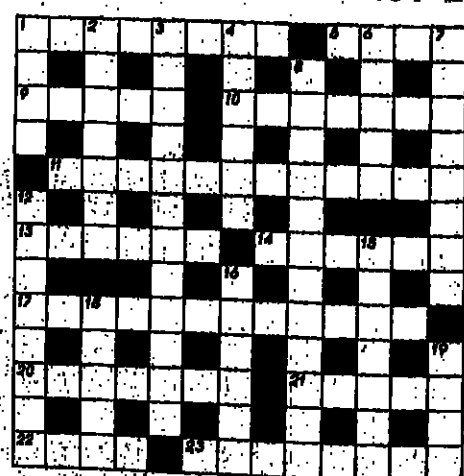
I wish that, as well as a number of "maladjusted" children find their way to colonies, there could be more children with other handicaps. This kind of discipline in integration could be marked effect on prejudice, ought to be continued and expanded, though not to the point of becoming an overtly educational vision.

That a large number of children still choose to go for fun is a testament to the colonies' character. It is comparatively hidden nature, moral and educational, which makes the colonies well. They urgently need a benefactor, and would be a admirable recipient of funds. Who's for making a

Next week

■ The plight of British teachers turning from work overseas
■ Sheila MacLeod reviews a historical baudeker of achievements
■ A Cultural Atlas of Africa viewed by Richard Rait

TES Crossword No. 10



Across
1 Acts overtly as a preliminary to a deal (8)
2 An overhead light (4)
3 Not what handiwork should do to horses (6)
4 He engaged to become a doctor (7)
5 Rate increase (12)
6 Not so much covered (10)
7 A style poem in the Salvation Army in the Ukraine (6)

by Ruth

Down
1 No excuse for sure, that's all (4)
2 Opens the holiday (7)
3 Quite the opposite (10)
4 True humility (10)
5 Sound reflection (6)
6 Defects of the (10)
7 Later on I saw him (8)
8 But (4)
9 Communist companion (10)
10 Well-known (10)
11 Determined to go (10)
12 A large (10)
13 Almost the opposite (10)
14 Best about made (10)
15 Capital punishment (10)

17 Man with some degree of skill (6,2,4)
18 Not much spoken about as space travel is (10)
19 Grain coming from a tropic island (5)
20 Dead, and not before time (4)
21 The way in which one may charm (8)

THE TIMES

Educational Supplement

FRIDAY AUGUST 7 1981 NUMBER 3397

FIRST PUBLISHED 1910 PRICE 45p

MPs condemn apathy over ethnic minorities

by Diane Spencer

The Department of Education was strongly criticized by a House of Commons committee for its lack of commitment to multi-racial education.

The report of the 11 member Home Affairs Committee chaired by Sir Graham Page, MP, on racial disadvantage, urged the Department to take "a major initiative" in reforming teacher training.

It also warned Mr Mark Carlisle, the Education Secretary, of the "intensity of disappointment" that would be felt if he made a half-hearted response to the Rampton report. The report says: "We have the impression that the Department has in the past been more reticent in encouraging good practice in the field of ethnic minority education than in some other areas such as home-school liaison, curriculum reform or corporal punishment."

The report is the result of an inquiry by the race relations sub-committee of the Home Affairs Committee into the nature and extent of racial disadvantage, including employment, housing, policing and finance as well as education. Evidence was heard between May 1980 and March 1981.

The committee held 20 sessions of public oral evidence, including visits to Bristol, Manchester, Liverpool and Leicester.

It sets out a number of recommendations in the key areas in education, many echoing the Rampton report's recommendations. If these were carried out, there would be a gradual improvement in the achievement of ethnic minority pupils and greater confidence among pupils, teachers and parents that the British educational system was responding to the challenge of multi-racial education, it claims.

The committee urges the DES to offer "authoritative practical guidance as they alone are in a position to do so; it would be a wasted opportunity if the Department did not."

Members were also strongly critical of the present system of teacher training. The issues involved have been kicked around by interested parties for so many years that it is no longer acceptable to wait for the complex administrative structure of teacher training to come to terms in its own good time with the challenge presented by the multi-

racial classroom.

The report recommends that the DES produces, as a priority, a programme for training those intended to train teachers in multi-cultural education, and for ensuring an up-take of in-service training in multi-cultural education.

It also recommends that every initial teacher training course should be examined by the Council for National Academic Awards or other validating bodies to ensure it accurately reflects contemporary society, and that all teachers should have some initial specialized training to enable them to teach effectively in a multi-racial classroom.

The committee was concerned that recent research suggested multi-racial education was an optional extra in some colleges and mainly confined to areas with a large Asian black population. It applauded colleges in areas without multi-racial schools who gave their pupils the chance to teach in such schools elsewhere.

The committee regretted the demise of the Assessment of Performance Unit's West Indian Study Group and recommended it be re-convened in order to find ways of producing national figures on the performance of West Indian children.

The report also recommends that: the DES encourage the incorporation of Asian languages into the modern languages curriculum; more help should be given to recent immigrant students to take further education courses; more use should be made of Section 11 money to help ethnic minority students attend FE colleges;

the DES should encourage more authorities to set up courses to help ethnic minorities get the necessary qualifications to go onto teacher training or other professional courses.

The report was compiled by the sub-committee on Race relations and Immigration of the Home Affairs Committee. It was chaired by Mr John Wheeler, Conservative MP for Paddington, and its four members were Mr George Gardiner (Reigate), Mr John Hunt, (Bromley, Ravensbourne), both Conservative, and Mr Alex Lyon, (York) and Miles Jo Richardson, (Barking), both Labour.

Fifth report from the Home Affairs Committee, HMSO £5.85.



Life at the top: a pupil of Sydenham Girls School in South London hits the roof after attempting a world record for abseiling in a bid to raise cash for a school minibus.

Applicants beware...

Teachers seeking a job at an independent boarding school in Suffolk have been sent a letter from the headmaster designed to put some of them off from applying.

St George's School, at Great Flamborough, near Stowmarket, wrote to applicants warning them to "forget most of what training colleges have taught you" and accept just a one-year contact at the outset.

Mr Barry Slade, the school's deputy headmaster, said: "We want to make sure we have people coming to the school who are interested in our traditional approach and prepared to put in a considerable amount of hard work."



Teachers' H-block protest

Eighty teachers working in the Derry area of Northern Ireland have signed a letter urging the Government to be more flexible in its attitude towards the H-block hunger strikers.

In their letter to *The Times*, the teachers say: "Many of the young men and women in the Maze and Armagh prison were taught by us, and we are quite sure that in any other circumstances the vast majority of them could never be involved in any serious crime."

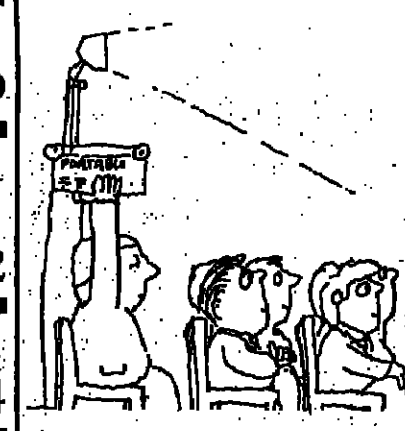
The teachers add: "We are required to function normally as citizens and educators under increasingly intolerable conditions and feel that we would be failing as such if we did not make the strongest possible protest at the obdurate mismanagement of this province." They conclude: "We feel that special category courts create special category prisoners, just as repression breeds violence and intransigence breeds martyrs."

This week

Platform	2
School to work	4
Overseas news	8
Letters	10,11
Features	12,13
Review	14
Arts	15,16
Books	17,18
Resources	19
Media	20
Headmaster's diary, crossword	28

Assessing the overheads

New age dawns in US classrooms	9
Peter and Jane have a close encounter	12
Women in history	14
Literary competition	17
Classified	21



Platform

The Rampton report on ethnic minorities missed the real target, says John Rex. But the new Swann committee has the chance to look at the underlying difficulties of multi-racial Britain.

Culture clashes

The most important thing about the Rampton committee, as it used to be called, is not its content, but the whole political drama which surrounded the publication of its first report. The fact of the matter is that as a society we were not able to find a group of recognized experts who could produce conclusions which Government was prepared to implement. Perhaps at the time that didn't matter. But a month later, with our cities burning and the clear demonstration that young blacks among others have no sense of the legitimacy of our institutions as they stand, it looked like a disaster. There is no accepted body of doctrine about what we should be doing to deal with the problems of the ethnic minorities in our schools, at a time when our society seems to be falling apart and partially on racial lines.

The inspired leaks which surrounded the publication of the report have produced a conventional wisdom among the cognoscenti. The committee, it was believed, was split between conventional educators and black militants. Mr Rampton had not managed to hold the militants in check and a report had been forced on the Minister which attributed the failure of West Indians solely to racism.

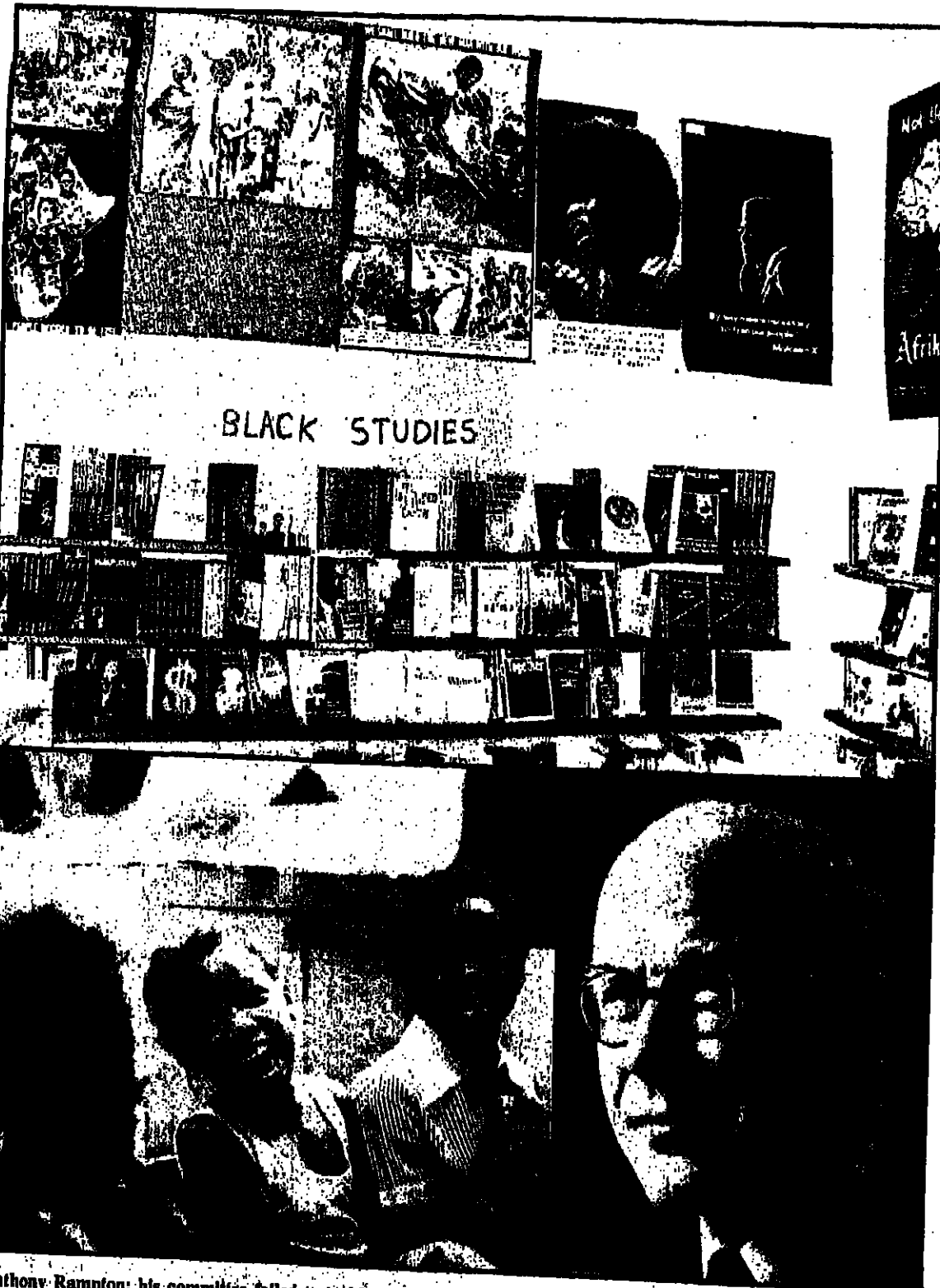
There are two things wrong with this. There was no militant black presentation on the committee. Surely, in the light of the past few weeks this is clear. The black members of the committee were, by any standards at all, but certainly by those of Britain, the most conservative and respectable imaginable. And they did not attribute the causes of West Indian failure solely to racism. That was one of ten factors mentioned as contributing to the failure of the children.

What was interesting in this matter was not the behaviour of the black militants but that of those close to the Minister. Why should they have wanted so badly to have the report discredited in advance? Was it because they wished to do nothing to change the system in any way at all involving thought and energy and money and a general hue and cry about militancy was the best way of achieving this?

But having said this, it is not to be thought that the politicking began only with the publication of the report. Every decision which it took about what should be included and about the order of taking different topics was profoundly political.

One way of proceeding would have been to ask what was necessary in an educational system to ensure quality of opportunity for ethnic and racial minorities. That would have led to a consideration of the failure to provide English as a second language at the higher levels so that children were able to do more than survive. It would have meant asking whether minority cultures should not be taught only in a patronizing way in the low status uncertificated parts of the system and whether there was not a way of bringing black or Caribbean studies as well as Asian studies into the curriculum. Finally, it would have asked what had to be done to provide education against racism through teacher training, through curriculum and text-book reform and through various political education.

Instead of this, what the committee did was to focus on the worn-out problem of West Indian underachievement and to summon up some not very impressive DES statistics to emphasize this problem. The main statistic used related to achievement in A and O level and CSE exams and these seemed to show conclusively that while Asian children actually did better than their



Anthony Rampton: his committee failed to tackle the difficulty of preserving black pride in an often hostile society.

white peers, West Indians did very much worse.

Strangely, almost no one has questioned these figures. A boy, all no one has pointed out, as would have been done with statistics on almost any other topic, that there might have been a third variable. In this case it is that of class and occupation. If one looks at the occupational distribution of whites, Asians and West Indians in the 1971 census one finds a differential distribution of these three groups which is strikingly like the difference in school achievement. The same is true of the distribution of parental educational achievement, where the Jamaicans, those of Asian and whites (and for that matter of Barbadians) are way below that of the other groups. This much is evident from the present

statistics. How much more of the West Indian failure might be explained by such factors as the percentage of one-parent families and cause the DES made no attempt to find out.

It is odd that the blacks on the committee did not object to these statistics from the outset. Surely they must have realized that they would be used in a damaging and racist way. Possibly, however, they thought that explaining everything away in terms of class would have excused the committee from the necessity of looking at specifically racial disadvantage.

When differential performance by the three main ethnic groups was disclosed it was likely that, whatever

might be written in about improving this or that aspect of educational provision, three main kinds of explanation would be offered. The first two of these, to put it crudely, involved blaming the society or blaming the parents and the committee decided to do both (which was clearly not enough for the Minister's advisers who would have liked the troublesome references to racism excluded altogether).

The third type of explanation was the Eysenckian one. Since the Conservatives on the committee were no blacks, this alternative was sensibly ignored. Unfortunately, the largely successful attempt to discredit explanations in terms of racism has led to it being raised again. One can only hope that Lord Swann and his

colleagues will bury it once and for all. The evidence available is extremely unclear and clouded with ideology. The only point on which all agree is that the difference in achievement between the two groups is not a difference in average between them and that is what matters when a teacher is confronted with an individual West Indian child.

When Lord Swann's committee turns, as now it must, to the performance of Asian children, it hopes that it will not spend too much time on Asian over-achievement. What matters surely is the question of how far Asian culture and community structure should be served, or, more particularly, whether the schools can do anything toward preserving the effect of maintaining it on performance, everything should be done to preserve Asian culture. But it may be worth asking whether there is not also other values here, whether community support is available for a changing and adapting Asian culture in a multi-racial society.

These questions might well have been dealt with before the committee descended in an accusing way to the question of West Indian performance. Had they been, it might have been possible to ask whether both poor school performance and low occupational level amongst West Indians were not a cultural situation.

It is most unfortunate that a real explanation of these matters has been confined to blaming the West Indian family. That is what the Home Office in the United States, according to the official leaks, did what the Rose's suppressed draft for Rampton was seeking to do. This may be unfair to Rose, but it must be understood that there is such a tradition of racism about explanations of this kind, that any intelligent black man is likely to be insulted by them.

It would, however, be wrong to look at the cultural circumstances of the encounter between teachers and West Indian students. All transactions between white teachers and black or Asian children are likely to be affected by the imperialist legacy in the thinking of the teachers. In the case of West Indians, as distinct from Africans and Indians, however, the medium of communications available to both teacher and taught is one which belongs to the teacher's parents. To put it crudely, the situation of West Indians is one in which they have to think about themselves in another man's language and culture, to dance to another man's tune. The problem in education is how the teacher and taught can interact with one another creatively and transcend these limitations. For the teacher this must mean awareness of his own racism, for the black student it must mean a recovery of the kind of culture in which he can be confident of himself.

The Swann committee now has to pick up the pieces. It is to be hoped that it doesn't simply follow a line of West Indian underachievement with one of Asian linguistic disadvantage. What it must do is to address itself to the much larger and more difficult question of providing an educational system for children from colonial contexts to ensure that they have equality of opportunity while at the same time maintaining or restoring cultural integrity.

Professor John Rex is director of the SSRC research unit on ethnic minorities at Aston University.

UKRA conference, Edinburgh Young do better if given more time to read to themselves, says survey

by Diane Spencer

Teachers waste too much time on listening to pupils reading aloud, Mrs Vera Southgate Booth, a leading expert in reading, has concluded at the end of a four-year research project.

The project, "Extending beginning reading", was funded by the Schools Council and revealed that children do better if they are given more time to read to themselves.

Mrs Southgate Booth told this year's United Kingdom Reading Association conference in Edinburgh last week that this finding would come as a shock to many teachers.

The least fruitful lessons were those spent in hearing individual children read aloud and in supplying children with correct spellings of words. "In both cases, the contacts were so brief that there was little opportunity for direct teaching or for diagnosis of weakness," she said.

She recommended:

- a drastic curtailment of this kind of lesson;
- more periods for silent reading of books chosen by the children;
- teachers spending more time with fewer children so that more fruitful contacts could be made with each child every three or four weeks;
- more time spent on teaching dictionary work and bibliographic and study skills;
- grading for difficulty of books in the school library so that each child could be guided to select his personal reading books that not only interested him, but that the teacher knew he was able to read.

"The implementation of these suggestions to existing practices would result in a more balanced teaching programme, which would combine the best elements of individual tuition, group teaching and class teaching," Mrs Southgate Booth said.

The £100,000 project's main objectives were to discover how children learned to improve their reading, the difficulties they encountered and how teachers helped them overcome these, which books and materials teachers used to help children "extend" their reading, the progress the children made, and most important, to examine how children might become habitual readers.

Children's choice is a better guide to book quality

"I do not often look at an award-winning book for children and think it is a child's book," Mrs Pauline Brown, assistant principal at Morley House College of Education, Edinburgh told the UKRA conference.

She said there was a divide between what was thought by the experts to be good writing for children and what children themselves preferred to read, wrote Willie Pickett and David Ross.

Mrs Brown argued that children's literature had gone off on a side-track. Too many books were written with an eye on reviews, the quality papers and on book awards.

Increasingly, children's books are being published which adults seize upon and discuss," she said. Such books might appeal to the sophisticated child reader as well as to adults, but they were not in the mainstream of the market for their age group.

Among the trends which Mrs Brown found disturbing was the taste for nostalgia, which she considered alien to children.

She said that in historical writing there was a corresponding lack of realism, and of the tough, industrial life familiar to many potential readers.

However, she criticized some writers, especially American and Australian, for being too bloodthirsty or imbued with adult perceptions.

Mrs Southgate Booth's team surveyed about 1,000 children aged seven to nine with average reading ability in junior schools within a 30-mile radius of Manchester.

The study also revealed that teachers were more inclined to underestimate rather than overestimate their pupils' reading ability. It showed that 64 per cent of second year junior children and 59 per cent of first year were being taught to read by their teachers with books which they could have read perfectly well by themselves.

However, the fiction books which children were supposed to be reading by themselves were too difficult for the children to understand without help from the teacher.

School libraries contained more fiction books suitable for nine to 11-year-olds than for seven to nine, and the non-fiction available was even more unsuitable for the seven to nine, the study showed.

In addition, teachers were aware of their own lack of training in methods of developing their pupils' skill in studying and using bibliographies; teachers spent too little time on teaching children how to decipher unknown words.

The project team interviewed 50 children to discover why they thought people should be able to read. The three main reasons given were to help further learning, to aid writing and spelling, and to obtain information. Only three children mentioned the enjoyment or pleasure reading could provide. One boy, a good reader, thought it useful for children to learn to read "and then they can stop".

"Such attitudes on the part of their pupils might well cause teachers to question whether the manner in which they themselves worked so hard in teaching children to read might be the cause of their pupils' regarding learning to read as such an earnest and serious business," Mrs Southgate Booth said.

She also discovered that children had already developed a keen critical faculty in selecting books for their personal reading. They disapproved of "boring" books, which included those too difficult for them or those too repetitive and babyish.

She welcomed a decline in "out-rageous" children's books where the theme was drugs or rape. There was a trend back to "ordinary" novels, favoured by children who liked comics where the emphasis was on a strong story, broad humour, and good characterization.

Margaret Donaldson, Professor of development psychology at Edinburgh University, challenged one of the recent theories on reading which holds that it does not matter if the child makes mistakes in reading as long as the meaning is largely understood. She said this undermined the purpose of literacy - the ability to be precise.

"We know exactly what Aristotle thought because it was written down and can be translated precisely and understood," she said. "In our folk tradition we do not really know how the various folk tales began as they were transmitted through an oral culture and therefore must have undergone numerous changes."

The first contact a child has with print should be with phrases and not words in isolation, she added.

In addition, early reading should be a cooperative affair between pupils and teacher. The importance of understanding syntax should also be underlined, as a great deal of the reading failure in the late primary stages was due to the inability to process syntax.



Royal choice: Ten-year-olds Allison Hollins of Whetstone, London (left), and Emily Armer of New Barnet, London, chose the Prince and Princess of Wales as their favourite royal couple to print on fabric. They were taking part in holiday activities for children at the National Portrait Gallery.

Future bleak for school suppliers

by Sarah Bayliss

Suppliers of school equipment have a bleak future ahead of them, according to a new report.

Only those producing new technology - audio, video and computer teaching aids - for the classroom "can be regarded as the immediate future with any confidence", says an annual review of 60 educational equipment manufacturers.

The review by ICC Business Ratios, the management information specialists, shows that exports have failed to compensate school suppliers who are facing badly in Britain at present.

It shows that between 1977 and mid-1980 profits dropped, although there was no overall loss. Some of the smallest profit margins were among those supplying desks and other school furniture and those manufacturing laboratory and scientific equipment.

Falling pupil numbers and the reduction in education budgets means that "both the immediate and medium-term prospects are poor", says the report. And the position will get worse before it gets better.

Turning to exports, the report shows that a quarter of annual sales already go abroad. But a look at the profits of the top exporters shows that "performance has been highly volatile", and that export orders are no guarantee of success.

Profit margins are highest (14.9 per cent between 1979-80) among the publishers and printers for schools. This is attributed to the ability to keep up prices and the large number of educational books and materials sold.

Of 48 educational researchers interviewed, 38 said their work was held in low esteem by professionals and politicians. Most said this could be helped by placing greater emphasis on the work's practical applications.

But they also admitted that the researchers were often to blame, conducting ill-conceived projects which were trivial and badly planned.

Many of those questioned also condemned the inadequacy of existing research training and careers in educational research.

A large majority are on short-term contracts, the study showed, although most wanted tenure posts. However, most agreed that all researchers in this field should have had some direct experience of education, usually teaching.

The percentage of education research going into research (perhaps 0.2 per cent at most) could be described as derisory, according to the Aston researchers. And I.e.s.s (except the Inner-London Education Authority) and industry gave very little toward it.

An educational research council with funds guaranteed on a long-term basis from central and local government would remedy this, they say.

Report raises fear of racism in units for disruptive

by Richard Garner

Two education pressure groups have called for a meeting with leaders of the Inner London Education Authority to discuss their fears about the use of units for disruptive children, and the number of black children in the units.

The move follows publication of a report giving statistics about the ethnic composition of youngsters who are sent to these units. It has been placed before the authority's schools sub-committee.

The two groups, the Advisory Centre for Education and the London branch of the National Association for Multi-Racial Education, say they are worried about the disproportionate number of black pupils placed in disruptive units and the standard of education there.

Languages should be taught in separate schools, MP says

by Hilary Wilce

Teaching modern languages in secondary schools is a waste of time and money. Few of those taught ever put their language skills to use, and pupils' personal intellectual development would be better served by learning subjects other than a language such as French and German, the Select Committee on Education has been told.

A better way of teaching languages would be through regional state language schools, Mr Eric Deakin, Labour MP for Waltham Forest, says in written evidence. He urged the committee to "circulate to committee members" these schools would employ modern language teachers now working in secondary schools, and would offer courses to industry and commerce, as well as teaching pupils

who show linguistic aptitude. An alternative solution might be to concentrate language teaching in selected secondary schools.

There is uncertainty about the content and purpose of language teaching, Mr Deakin writes. Very few pupils become fluent enough in another language to be able to use it for business or travel. Linguistic skills would be better developed through more study of the English language, and in cultural terms it would be better for pupils to study the literature of several countries.

He upped the teaching for a CSE or O level modern language pass at £840, and for an A level pass at £2,830, pointing out these costs are "substantial and certainly higher than alternative methods of learning."

Survey of Educational Researchers in Britain. Department of Educational Enquiry, University of Aston in Birmingham, 22-26, 1980.

Spending going into research (perhaps 0.2 per cent at most) could be described as derisory, according to the Aston researchers. And I.e.s.s (except the Inner-London Education Authority) and industry gave very little toward it.

An educational research council with funds guaranteed on a long-term basis from central and local government would remedy this, they say.

Many of those questioned also condemned the inadequacy of existing research training and careers in educational research.

A large majority are on short-term contracts, the study showed, although most wanted tenure posts. However, most agreed that all researchers in this field should have had some direct experience of education, usually teaching.

Professional Association of Teachers' conference

Richard Garner reports

Dispute declared after authority decides to withdraw recognition

A test case is looming over the recognition of the 22,500 strong Professional Association of Teachers by local education authorities following a move by Nottinghamshire county council to rescind an earlier decision to give it a voice in its consultative procedures.

Ironically, the decision to revoke recognition was agreed by the new Labour-controlled county council's education committee just after PAT delegates had arrived at Nottingham University for their annual conference.

The knowledge that the move was to be debated by county councillors gave new impetus to a conference motion calling on PAT to reaffirm that it was non-party political. The organization, whose members pledge never to go on strike, has been accused by other teachers' organizations of being a "government mouthpiece" following the decision by Mr Mark Carlisle, the Education Secretary, to give it a seat on the Burnham committee, which negotiates teachers' pay.

The move was overwhelmingly agreed with only one abstention after Mr Robert Brind, council member from South Glamorgan, had told the conference: "There are those in PAT for political reasons but there are those in PAT for philosophical

reasons and a great number for Christian reasons."

The decision by county councillors immediately provoked an emergency resolution condemning the move, and was followed by PAT declaring a collective dispute with the authority - the first time the organization has ever taken such a step.

Nottinghamshire is the third authority to take steps to overturn a previous decision to grant PAT local recognition. Derbyshire has already done so and Staffordshire is reconsidering its position. All three were won by Labour from the Conservatives during this year's county council elections.

At present PAT is recognized by 24 of the 104 local education authorities. Its leaders say their rough rule of thumb for applying for local recognition is that they request it when their membership numbers 5 per cent of the teaching profession in any given authority.

Nottinghamshire county councillors say they took the decision in the light of the fact that PAT is not recognized by the Council of Local Education Authorities' committee, which is responsible for discussing conditions of service.

A request from PAT for a seat on the teachers' panel of this body was rejected after being opposed by both

the major teachers' unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, who argue that they should be able to decide who represents teachers - and not the authorities.

Since the declaration of an official dispute would normally end up with CLEA's setting up an independent tribunal to consider the two sides and PAT is not recognized by CLEA, it is unlikely that any notice will be taken of the declaration.

PAT argues, however, that since it was previously recognized by the authority, it is perfectly in order for it to declare itself in dispute with the county council. As the education committee's decision has yet to be ratified, it is intending to seek independent representation on CLEA's authorities or the Secretary of State - following the teachers' panel's rejection of its application.

Mr Frank Higgins, chairman of Nottinghamshire County Council's resource committee, which deals with personnel, said: "Our decision has nothing to do with what we think of PAT. We have always said we will not become involved in inter-union disputes. As and when PAT is recognized by CLEA, we will reconsider our decision."

Let parents lend a hand

Parents should be encouraged to help teachers in the classroom, delegates decided after Mr Julian Bell, council member for Leicester, said: "It is a nonsense to say that parents don't need to know what is going on. I as a teacher feel I would welcome such help which would be properly organized and under the head's control."

Mr Bell added that there was at present a suspicion about parental involvement. In middle-class schools, teachers tended to fear parents coming in to help whereas working-class schools encouraged parents to help. But Miss Sholagh Patrick, Bradford, said she was dubious about allowing parents to help with teaching, adding: "I've seen them help with practical steps and seen them make a right hash of helping children with reading."

Retirement at 60 - as an option

The conference voted to urge the government to introduce retirement pensions for all from the age of 60 but threw out a suggestion that new legislation should then be introduced to force all teachers in both state and independent schools to retire at 60.

Mr Ian Mitchell Lambert, PAT's press secretary, said: "I know quite a number of very good 60 to 65-year-old teachers whose wisdom and guidance is such that the young teachers could benefit from them."

Later, it was agreed that local education authorities should give teachers approaching retirement the chance to transfer to other part-time work in the authority if they found full-time work too onerous.

Post review urged

Delegates called for an overhaul of the system by which senior posts in schools are allocated, after Mrs Mary Crossier, from the Berkshire Association, had told them: "I feel justice must be seen to be done. Scale posts should only be given where there is a need for extra responsibility."

Miss Sheila Dixon, seconding the motion, added that appointments to new grades should be displayed openly in the staff room.

Sixth sense

The conference rejected a motion urging opposition to any moves by local education authorities to close school sixth-forms in favour of colleges. Mr Dan Hussey, a retired teacher from North Humberston, said the motion would "put us in the position of appearing to black any change" and was part of the "Greyfriars nostalgia" syndrome.

Village support

Village schools should be retained wherever educationally possible, the conference decided. Delegates agreed to urge the Department of Education and Science to press local education authorities to keep them open.

Assessment move

Delegates agreed to ask the association's executive to prepare a document outlining ways in which a teacher's performance should be assessed despite a warning from Mrs Renée McQuillen, council member for North Wales, that "the one thing we don't want is a witch-hunt."

Council backing

Moves to set up a general teaching council, with the same type of powers and responsibilities as the British Medical Association has for doctors, were given the overwhelming support of delegates.

Physics still fails to lure women

by Bert Lodge

Fewer than half of graduates on the postgraduate certificate of education course to teach physics in 1979-80 had a degree in the subject and most of these were either lower-second or thirds. Only one trainee in six was a woman.

The findings came from research carried out by Mr Jerry Wellington, a physics tutor on the PGCE course at Sheffield University. Returns from university departments of education in England, Wales and Ireland show that in 1979-80 students training to teach physics reached a "low" of 12 compared with nearly 400 in 1972.

In 1979-80 not a single female was involved in physics teacher training, while the average service in the job among male tutors was just over 11 years. Only five new tutors had entered teacher training in the subject in the previous six years.

Out of the 182 trainees in the year under review, only about 70 were physics graduates. The remainder, in descending order of group size, came from engineering, (electrical, mechanical, electronic, acoustical and mining), geology, natural or combined science, joint degrees, metallurgy, and electronics, with just one biology graduate.

"Judging from their degrees, however, most of these must have possessed an A level in physics," Mr Wellington comments in the *Journal of Education for Teaching*.

Out of the total of 182 students, only three had first class degrees and most physics graduates had either a two-two or a third class. Classes of other degrees were generally lower, with no firsts among the engineering graduates. "The class of degree among trainee physics teachers is almost certainly lower than that of history or English graduates, taking the PGCE," Mr Wellington remarks.

Only about 30 of the physics student teachers in 1979-80 were women, a figure that compares very poorly with the roughly equal number of men and women taking PGCE courses in all subjects.

"The shortage of female physics teachers almost certainly perpetuates the relatively small number of girls who choose physics as an option in secondary schools," Mr Wellington suggests.

Size of physics groups on the one-year teacher training course varied from a minimum of two to a maximum of 14, the average group being 6.5 students. "Certain universities, Oxford and Bristol for example, seem to be a popular choice for prospective physics teachers, while others appear to find great difficulty in attracting a viable number," Mr Wellington observes.

He found seminars and laboratory work seemed to be the main element in the physics methods course. This focussed in most cases on ways of teaching specific topics such as electricity, forces and motion, waves and optics. These were regarded as the starting point for more general subjects like aims and objectives, language, class control and lesson planning "which therefore received a very brief treatment in isolation."

The traditional split between theory and practice was observed in all but two university departments, Sussex, with three days' theory practice and two days' theory throughout the year, and Dublin, with teaching practice every morning for the whole year. The majority of tutors used the whole of the second term for teaching practice.

The number of days spent on teaching practice varied from 48-100. The average was just over 60 days. The average was seen teaching a minimum of three times, at most 11 times with the most common number of visits being four.

Pay deal of 7½% meets 'minimum'

by Sarah Bayliss

A 7½ per cent pay settlement for chief education officers and their deputies meets the "minimum" demands made by their leaders, according to the chairman of the Association of Education Officers.

The increase from July 1 this year was accepted for all local government chief officers represented on the Joint Negotiating Committee last week. Officers claimed 17 per cent.

An additional 2 per cent on last year's salary scales was also awarded by the employers to catch up with a settlement made with chief officers who negotiate their pay with another body - the National Joint Council.

"Even recognizing the financial constraints on the country, the settlement is the very minimum we would have expected," said Mr Tony Davis, deputy director of education in Leicestershire and chairman of the AEO, the trade union wing of the Society of Education Officers.

Mr Davis said it was of "grave concern" that the salary differentials between senior education officers and senior teachers working in schools and colleges had not been improved by the employers.

"Nothing at all has been done to alter the grave injustice caused by the Houghton pay award and the erosion of differentials which in time will cause very serious difficulties."

Mr Davis pointed out that last year's settlement for chief executives gave them additional money for extra responsibilities - many of which were judged to be in education authorities. Education officers had argued for a long time that their pay should be settled by one body and that lower tier officers should be paid a percentage of senior officers' pay.

The employers also promised that a review of the salary structure would be on the agenda of the first meeting of new body.

Carlisle vetoes comprehensive plan

Mr Mark Carlisle, the Education Secretary, has rejected plans for reorganizing secondary schools in Halifax along comprehensive lines. But he has urged local councils to find alternative plans soon to cope with falling pupil numbers.

Mr Carlisle has turned down a scheme which would have created five comprehensives for 11- to 16-year olds, one comprehensive for the 11 to 18's and a sixth-form college.

Originally, the local Labour Liberal pact which drew up the scheme wanted all the comprehensives to cater for the 11 to 16's. But the governors of Crossley and Porter, a voluntary controlled grammar school, vetoed that idea and instead submitted proposals to retain a sixth form.

In a letter to Calderdale council, the local education authority, Mr Carlisle made it clear that his first and main objection was that the proposed sixth form college might not have sufficient students given the existence of an 11 to 18 school.

He also objected to transitional arrangements which would have meant some A level pupils switching to the sixth form college in the middle of their courses, and to the creation of a new school from three widely-split sites at Heath, Clare Hall and Sunnyside schools.

This week Mr Geoffrey Hall, who was Labour chairman of Calderdale education committee when the scheme was submitted in February, claimed it could have worked but that it had been dogged by compromise.

Finniston plans rejected

The two main recommendations of the Finniston committee, which reported in January last year after a two year inquiry into the formation of engineers in this country, have been rejected by the Government.

One was to divide graduate courses into two streams, one of them a four-year M Eng course for the high-flyer. The education and registration of engineers was to be in the hands of a statutory board which would have the power to accredit - or refuse to - university engineering.

Another proposal, not from Finniston but from the engineering industry, for a new Bachelor of Technology degree has been left on the table.

Instead of the proposed board there will be an engineering council set up under Royal Charter whose

members will be largely drawn from the professional institutions.

In a statement to the House of Commons last week, Mr Mark Carlisle, Education Secretary, reminded the House that Sir Monty Finniston and his committee proposed a three-year Bachelor of Engineering degree for the main body of engineers and a four-year Master of Engineering degree for future leaders of the profession.

Referring to the National Conference on Engineering and Training held last October when representatives of the profession and university engineering departments voiced their misgivings of the Finniston report, Mr Carlisle said the general feeling was that M Eng should be a one-year postgraduate course for those with potential to lead technically-orientated businesses.

Labour pledges to Catholics

Anxiety among Catholics that far-left elements in the Labour Party wanted an end to Church schools led to a deputation to Mr Frank Field, Mr Labour's Front Bench spokesman on schools.

The deputation from the Catholic Teachers' Federation, was led by the president, Mr James Murphy, and included Mr Harry Mellum, a former president and head of a Coventry

RC comprehensive school, and Mr Ernest Shields, a Liverpool head.

Mr Field assured the deputation that official Labour Party policy would maintain the status quo as far as Church schools were concerned. On Labour plans to change regulations on charitable status, Mr Field gave an assurance that there was no intention of adding to the burden of those who support voluntary schools.

Pupils' poor view of industry

Teachers are not to blame for any negative view of industry held by their pupils, according to the results of a survey carried out by the Schools Council Industry Project.

The survey involved 535 teachers and 3,119 fifty year pupils from schools in Cleveland, Mid Glamorgan, Sandwell, Wiltshire and Wandsworth and was carried out by Dr Ian Jamieson, research director for the Industry Project.

Teachers said they did not see industry as more tiring than other jobs and that they did not feel that the employee was "owned" by the company or that industry was an insecure career. Pupils held more negative views with those from working class backgrounds feeling industry was "dangerous, noisy and dirty" and those from middle class backgrounds seeing it as "dull and routine".



Young protest: Mr Goronwy Davies, chairman of the board of governors at Tirabad School, Powys, joins some of the pupils in a protest against plans to axe the school as "uneconomic"

Parents can bring test case

Parents from Powys in Wales have crossed the first hurdle in their fight to keep a village primary school open.

Last week parents from Tirabad were granted permission to have a test case brought in the High Court during the official summer recess. It is essential that a judgment is reached before the autumn term starts.

While the future of Tirabad primary has hung in the balance for several months, the parents claim that Powys county council acted unreasonably when it announced its closure on the last day of term, July 17.

They will ask the High Court to quash a decision made by the Welsh

Secretary on July 14 to approve closure on July 17.

And they will ask the court to quash his decision, made on July 23, that Powys county council did not act unreasonably.

It was also ruled that, pending the hearing of the case, Powys education authority should take no action to implement the closure of the school, such as removing classroom equipment from the premises.

In a radio broadcast this week Mr Peter Newell, a spokesman from the Advisory Centre for Education, said he believed the test case might stop "trigger happy" authorities from closing small schools without allowing parents to make their case.

THE TIMES
Educational Supplement
Important news for
New Subscribers.

New subscribers to The Times Educational Supplement can now take advantage of our special introductory rate of £27.50 for a year's issues. Even cheaper computerised subscription service will process your order at once.

*Offer applies to new subscribers in the UK only.

Please send me The Times Educational Supplement for one year. I enclose my cheque for £27.50.

Please print

NAME

ADDRESS

Signature

Date

Mail this coupon with your cheque to Times Newspapers Limited Supplements Subscription Manager, Oakfield House, 35 Perrymount Road, Haywards Heath, West Sussex RH16 3DH.

Overseas subscribers should write for information to the address above.

School to work

Measures a political stunt, says youth employment lobby Thatcher package denounced

The youth employment lobby is disenchanted and angry about the package of measures for the young unemployed announced by the Government last week. Its leaders say that the package is a political stunt and a retreat from any real attempt to meet the needs of the young.

Few of the organizations involved – whose support or cooperation is in many cases vital to the programme – agree with the effusive welcome given to the announcement by Sir Richard O'Brien, chairman of the Manpower Services Commission. And they are astounded by the comment made to *The TES* last week by Mr Geoffrey Holland, the director of special programmes, who appeared to regard what was happening as clear evidence that the country was moving towards a proper vocational preparation foundation year.

The Prime Minister's statement that consideration would need to be given, possibly to a vocational and educational training programme for the young jobless, is regarded as a retreat from commitments already made publicly by ministers.

As for the proposal to introduce a subsidy for employers on condition they pay school leavers low wages, the youth lobby is quick to condemn this as a cynical attack on young people's rights. They claim it is also, potentially, an enormous waste of public money.

The point is that last November, Mr Prior, the Employment Secretary, and his junior ministers made speeches committing the Government to the eventual provision of vocational training for all leavers. At the same time they were saying that they wanted the MSC to turn the Youth Opportunities Programme into a serious programme of education and training.

The commitment to vocational preparation for all leavers was spelt out again – rather more explicitly – at the end of this May when the MSC published the proposals it has worked out with the employment secretary for a new training initiative.

The critics ask why Mrs Thatcher now talks about vocational preparation as though the question of whether it should be provided or not was still to be argued about. Meanwhile more scepticism has been aroused by news that YOP is providing less training than it was doing last year. A confidential survey by the MSC's researchers shows that only 28 per cent of those on work experience (this includes projects as well as employers' schemes) got off-the-job training in March this year compared to 45 per cent 12 months earlier. Allowing for some differences in the survey techniques, it is still clear that the proportion receiving off the job training fell by 13 per cent.

Mr Holland and his colleagues have in the past proudly stressed the growth in off-the-job training as evidence of a steady improvement in the quality of YOP. Following last week's announcement Mr Holland told *The TES* that the money which the Government was allocating for next year's programme would at last provide a margin for quality improvement. Miss Clare Short, Director of Youth Aid said: "We keep on getting told that quality will be improved next time round."

If the Government wants ever to be taken seriously then it needs to commit itself now to the five-year programme which is needed to achieve a comprehensive vocational

preparation. It's time they stopped mucking about and conning people."

The proposal for a subsidy to employers – £15 a week on condition that they pay leavers not more than £40 a week – is regarded by most of the youth organizations as quite unacceptable.

The commission wanted a subsidy – but one to be paid to persuade employers to take on youngsters who failed to get a job after a spell in YOP, and with no question of tying it to low wages. The Government scheme is the brain child of Professor Alan Walters, Mrs Thatcher's economic advisor, and it will be administered directly by the Department of Employment.

It is based on the belief that young people have priced themselves out of the market in recent years. That view was strengthened by Mr Prior's recent admission that he was pressing wages councils to try to keep youngsters' wages down.

But figures now available show that contrary to what the politicians believe – and some employers assert – the wages of young people have been falling in proportion to adult wages since 1975, the year before youth unemployment took off. Between 1975 and last year wages for 16-year-olds dropped from 36 per cent to 34 per cent of adult pay; for 17-year-olds from 44 per cent to 42 per cent; and for 18-year-olds remained the same, at 53 per cent.

The Government's £50m package to encourage 16-year-olds to stay on in education could place an additional burden on rate payers, Mr Tom King junior minister for local government, admitted to *The TES* this week.

Mr King confirmed that the figure was not a lump sum of cash but was to be added to the "relevant expenditure" of the local education authorities. That means they are being allowed to spend £60m above Whitehall's target for public expenditure on local government services.

Currently about 60 per cent of that total is met by the Government through rate support grant and the rest is paid by the local authorities through the rates.

Mr King said the exact method of distributing the £60m package had not yet been settled. However if it was paid through the rate support grant system it followed that a proportion must be met by local authorities themselves.

If, as has been suggested, it was met through Section 11 of the 1972 Local Government Act, which permits additional spending on disadvantage, a larger proportion of the £60m – about 75 per cent – would be paid by Whitehall. 25 per cent would still have to be met locally.

Mr Tom Caulcott, Secretary to the AMA spoke out against suggestions that the sum should be paid as a specific grant directed by Whitehall. Local government was fundamentally opposed to specific grants, he said.

However in some big city authorities with the worst youth unemployment figures officers are admitting privately that the extra funding is less likely to "get lost" if it is paid in a specific grant.

Cash boost

The Inner London Education Authority this week outlined a package of special initiatives to help the young jobless costing more than £3,674,000 in a full year. The money has been raised through a supplementary rate on Londoners.

Most of the cash – about £2.5m – will be channelled into further and higher education colleges which are facing a "vast increase" in demand according to the Authority.

On the register

Unemployed adults will no longer have to be registered at a Jobcentre before they can claim benefit, under new rules to be introduced in October 1982. But for those under 18, the requirement to register at their local careers office will stay.

edited by Mark Jackson



Minister Kenneth Baker visits trainees in Hammersmith.

Pioneer centre sets jobless on the micro-chip trail

by Richard Garner

If your computer is faulty or your robot is suffering from depression like Marvin, the robot who became famous in the *Hitchhiker's Guide to the Galaxy*, it could be a case for the Micro-Computer Repair Man.

No, this is not a trailer for a sequel to the "Bicycle Repair Man" sketch from *Monty Python's Flying Circus*. It is, in fact, the sort of career that might be open in the future to one of the 30 young people a year who learn technical skills at the Notting Dale Technology centre in Hammersmith, West London.

The pioneering centre, which was opened last year, aroused the interest of Mr Kenneth Baker, Minister of State at the Department of Industry and MP for neighbouring Marylebone.

Now it is to become the model upon which Ministers hope to base 20 new information centres to teach jobless youngsters the skills required of them in the brave new world of the micro-chip.

The plan to set up the new centres was announced in Prime Minister Margaret Thatcher's jobs package – unveiled in the House of Commons last week.

Mr Chris Webb is the person behind the centre at Notting Dale. He is the director of Notting Dale Urban Studies Centre, the organization from which the computer centre sprang. He is also the sponsor and chairman of the company – run as an educational charity – which was set up to run the computer centre work-

shop. The first batch of 30 youngsters have already completed their year with the workshop and, according to Mr Webb, there has been a between 55 per cent and 60 per cent success rate among them in finding jobs.

"We don't have any academic criteria for them joining," said Mr Webb, "and – being in the area that we are – most of them are black. It is virtually a black training centre as with the element of discrimination there may be in finding employment, 55-60 per cent at this stage is a success rate."

"Their employer could be a self-made man who has gone into the business of making up pig pens, or it could be Lucas Industries or some such firm offering them a technical apprenticeship scheme."

In the future, you may well see a bloke in a suit carrying a small uttache case who works as a micro-computer repair man. It is a particular area of growth, and it is a slightly up-market version of the TV repair man.

Mr Webb foresees some difficulty in setting up the 20 new centres along exactly the same lines as the centre at Notting Dale – but this will be ironed out in discussions over the next few weeks.

The new centres will provide places for 600 out-of-work youngsters. Locations already named – and for them include Liverpool, Bristol, Glasgow, Manchester, Birmingham, the Rhondda Valley, Brighton, South work, Coventry and Sunderland.

Act may bring changes to training boards

The Employment and Training Bill, which gives the Government much greater powers to change or abolish industrial training boards, has become law.

The new Act enables the Employment Secretary to set up, abolish or change the scope of a board after consulting the Manpower Services Commission (as presently its recommendations are required); and to enable a board to pay for its own running expenses out of the levy on employers.

NATFHE, the college lecturers' union, has welcomed a report from the MSC advising the Government to defer using its new powers to abolish industrial training boards.

The MSC supports the retention of seven statutory boards, including the big three, engineering, construction and road transport. It insists that future arrangements should fit in with the "New Training Initiative" training for all the country's school leavers.

In the United States the boom is just beginning. Clive Cookson reports

At last – the computer age dawns

WASHINGTON: After a series of false dawns over the past two decades, the computer age is now really beginning in American schools.

Half of all secondary schools and 14 per cent of elementary schools have at least one computer for use by pupils, according to a recent survey by the National Centre for Education Statistics. Altogether American schools own well over 50,000 computers, most of which have been bought over the past 18 months.

The computer companies say the boom is just getting started. They expect sales to schools to grow by one-third annually over the next five years, and to exceed 200,000 units a year by 1985. Optimists in the industry believe that, by then, any self-respecting school will have at least one unit per classroom.

A few states are coordinating the computerization of their schools. By far the most advanced is Minnesota where 97 per cent of pupils attend schools with instructional computers, thanks to the state-sponsored Minnesota Educational Computer Consortium. But in most parts of the United States the decisions are being made by local education authorities or individual schools.

The introduction in the late 1970s of the microcomputer – a small self-contained unit – sparked the educational market into life.

Before that, electronics companies had been trying without widespread success to sell schools terminals linked by telephone lines to large central computers.

The pioneering educational computer system, called Plato, was developed by the Control Data Corporation in the early 1960s but has

lost the company many millions of dollars. Schools just found that sort of system too intimidating and expensive.

Microcomputers are much cheaper and easier to understand. A school can buy a decent classroom model with a large memory for \$2,000, and its running costs per pupil hour will be only a fifth as much as the previous systems. A school would need to spend about \$5,000 to move boldly into the computer age. That would buy one large microcomputer, two or three small ones, a print-out, a "disk drive" (to feed programmes into the computers) and some basic software (programmes). Such a system could be used for administration and record-keeping as well as teaching.

Five thousand dollars is still a significant sum for schools whose budgets are suffering a severe squeeze from all sides – federal, state and local. (Unlike some European education ministries, the US Department of Education is not providing significant funding to put computers into the country's schools.) But many educational administrators seem determined to computerize, even if textbook purchases have to be sacrificed to find the cash. They realize that in the twenty-first century "computer literacy" is likely to become as important as the traditional literacy of the book.

According to the National Centre for Education Statistics, the most frequent use of classroom computers in the United States today is still to teach computer literacy – what computers can do and how to use them. But other applications are spreading rapidly.

The simplest instructional use of

computers is to drill pupils in mathematics and reading/writing. After a problem flashes onto the screen, the student types his answer on the keyboard. If he is correct, the computer proceeds to a more difficult question. If he is wrong, it produces simpler examples until the pupil gets the point of the exercise.

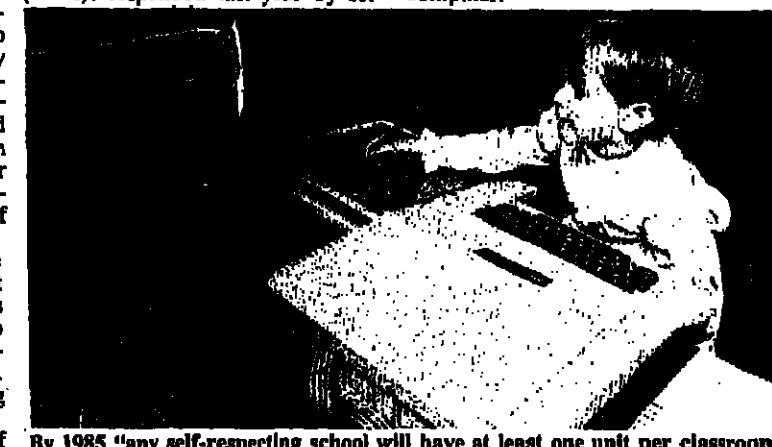
But the main educational publishers in the United States are now competing to sell more sophisticated programmes for school computers. They include simulations of complex social, political and scientific problems, which can lead to a large number of different outcomes, depending on the decisions that the students feed into the computer.

Of course many teachers are computer illiterates, like the majority of the population, and they are understandably nervous about the rapid computerization of American schools. Their largest union, the National Education Association (NEA), responded last year by set-

ting up a special committee on instructional technology. Its first report, released at the NEA annual meeting this month, took a generally positive attitude, welcoming the new technology – so long as teachers are actively involved in its introduction and planning, and are given enough in-service training to use computers properly.

However the NEA committee warns that "in terms of equalizing educational opportunity, the gains of the past 15 years may be wiped out in two or three years by the present uneven use of microcomputers for instruction, largely in selected and privileged schools." In other words, middle-class children in wealthy districts will be given a further educational advantage over the poor.

But that danger probably only exists in the short to medium term. At the present rate of progress, it will not be many years before every American classroom has a micro-computer.



By 1985 "any self-respecting school will have at least one unit per classroom"

When our sixth forms come to seem restrictive

Has Denmark solved the problem of those troublesome 16-19-year-olds? John Grove looks at its broad academic approach

The Danish *gymnasium* is a very impressive place to visit. Solidly constructed, with excellent resources and comfortable conditions for its staff, the 16-19 upper secondary school now caters for some 40 per cent of the age range. This represents an astonishing growth from some seven per cent in the early 1960s.

What it lacks in comparison with the broad community atmosphere of the English 11-18 school, it gains in offering a very broad general academic education for three years.

The breadth of education received by Danish students makes the English sixth form seem very restrictive. The extent of the common core can be seen by looking at mathematics and science studies. Apart from their central studies, during their three years, they will study Danish, religion, English or German; French or Russian, classical culture, history and civics, physical education, music and art. Some of these courses will only be for one or two years, but all count towards the final grade.

This is made possible by a considerable reliance on structured oral exams. Such an approach enables the staff to encourage real participation by the students in the choice of text books and study themes.

The rise in the number of *gymnasium* students has produced pressure for experimentation. Experiments were sanctioned by the Ministry of Education, and discussed with the principal. The subject inspector sees the plans, conditions are laid down and the *gymnasium* makes regular progress reports. The final report is evaluated and successful experiments are published in educational journals, and in notices from the Ministry to all schools.

Apart from modifications to existing courses and exams, new subjects are being introduced and integrated programmes planned.

In Aarhus, science students at Marselisborg Gymnasium are sharing social studies with car mechanics from the technical college, and are going to each other's classes.

At Herlev Gymnasium, Copenhagen, the integrated projects involving physics, social studies, biology and maths, included a food project, where every aspect of the pork butchery trade was studied at the Roskilde Meat Trade College.

Recently the Ministry has been encouraging *gymnasium* authorities to integrate electronics into such courses as social sciences, geography and biology, as well as science and mathematics.

Herlev State School is the only *gymnasium* specifically established for curriculum experimentation. It was opened as a neighbourhood school seven years ago, and is still administered by its dynamic and progressive lady principal, Ms Kirsten Kristoffersen.

It has traditional structure *gymnasium* classes, but alongside these students have the opportunity of joining A or B structure courses. Both structures seek ways of breaking down traditional subject barriers, encouraging team planning by teachers, more student participation, and more work. Previous *studenterkramen* results have shown that Herlev students perform above average in the

national exams. The most important national curriculum experiment is the Higher Preparatory Exam (HF).

Originally a two-year course preparing for teacher training, it has grown rapidly in popularity as a medium-level academic course for some 17,000 students. It has been taken by a considerable number of young adults who have had work experience, but missed out on the *gymnasium*. Now many students begin after completing an extra non-compulsory year at folk school.

They find its credit structure, range of options and adult learning atmosphere more attractive than the three-year *gymnasium* course. HF can lead on to university and higher education, but it is more likely to lead to further training in medium level occupations such as nursing, social service, data processing, laboratory technicians and primary teaching.

HF can be taken in single subject courses and this is becoming increasingly popular with adults for specific occupations. However, the two-year course involves passes in core subjects – Danish, religion, history, English, biology, geography, mathematics, German, social studies, art/music and physical education. Twenty points have also to be gained from advanced work in core subjects or additional options such as physics, chemistry, psychology and a third modern language.

In Britain today there exists the same large group needing a medium grade general academic education after 16. Adults also will continue to want a single subject exam below GCE level.

If the intermediate level (I level) suggested by the Government could be modified into a similar single subject/credit system like HF, then we could have perhaps the desirable general course.

The changing demands of the last two decades of this century call out for curriculum experimentation and adaptation in the 16-19 area.

The Danish experience indicates that before long up to half the 16-18 population will be receiving an even broader *gymnasium* education, while most of the other half will have a structured vocational course.

France/Barbara Cassabus

National chip plan gets the go ahead

PARIS: The programme for introducing computer technology into schools, "frozen" by the National Education Minister, M Alain Savary, at the beginning of June, will go ahead.

Announcing the measures to be taken for the next academic year, M Savary explained that the programme had been interrupted because there had been inadequate consultation and insufficient thought on the role of the technology in schools under the previous government.

The new measures are the first results of a study on the entire computer and audio-visual aids plan for schools, commissioned last month from two leading experts in the field: M Yves Le Corre, vice-chancellor of Paris 7 University, and M Claude Pair, director of the Nancy Computer Research Centre. Their long-term proposals will be presented at the end of September.

Highlighting the need for continuous consultation – one of the guiding principles of the new Minister's strategy on all issues – the experts said the new measures were based on a broad consensus among all those talked to.

The training of teachers emerged as a top priority, along with the need for research, co-operation with higher education establishments and the use of computers for children with learning difficulties.

During the next academic year, 200 teachers (there is apparently no shortage of volunteers) will receive a year's full-time training in 10 specially equipped university centres spread throughout the country. The teachers will then instruct their colleagues in the schools for which they work, will help produce computer programmes, participate in research and experiments and teach data processing.

The ultimate target is for one teacher in each *lycée* (the second stage of secondary education) to have received in-depth training.

A second measure is to run a pilot scheme offering data processing as an optional subject for two and a half hours a week to 15-year-olds in their first year of *lycée*. The aim of the experiment, to be conducted in 10 or 12 establishments in five major cities, is to assess the contribution of computers to pupils' general education.

Thirdly, the order for 1,250 microcomputers and 300 print-out machines, placed by the previous government for the next year, has been confirmed.

Less equipment than originally intended will be installed in *lycees* over the next year, but this is only to make way for more teacher training and for equipping the university centres; the number of machines in schools will be caught up on subsequently.

One matter of constant debate is what M. Pair dubbed the false argument between the use of computers as a teaching aid and the teaching of computer studies. The equipment used as an aid alone can become a "gadget" and computer studies as a discipline alone can divorce the technology from its practical applications, he said.

In some respects, the new measures are a scaled-down version of former Education Minister, M Christian Beaulieu's plans for the 1981/82 school year. But this appears to amount to no more than a breathing space and it is clear there is no going back on France's progress in computers for schools.

Now it is a question of deciding the direction further development will take and establishing an order of priorities for the future.

THE TIMES Educational Supplement Important news for New Subscribers.

New subscribers to The Times Educational Supplement can now take advantage of our special introductory rate of £27.50 for a year's issues. Even cheaper computerised subscription service will process your order at once.

*Offer applies to new subscribers in the UK only.

Please send me The Times Educational Supplement for one year. I enclose my cheque for £27.50.

Please print

NAME _____

ADDRESS _____

Signature _____

Date _____

Mail this coupon with your cheque to Times Newspapers Limited, Subscription Manager, Oakfield House, 35 Perimeter Road, Haywards Heath, Sussex, RH16 3DH.

Overseas subscribers should write for information to the address above.



Excellent resources... comfortable conditions... astonishing growth

Letters

Social benefits of mother tongue teaching

Sir, - We believe that Bedfordshire's chief education officer will yet come to regret the remarks he made at last year's European Commission Colloquium on mother-tongue teaching (July 24). Both of us, the only Labour members of Bedfordshire's education committee at the time, deplored and sought to change the fact that, when the EEC Bedford mother-tongue project ended the then Conservative-dominated local authority not only refused to continue it but also denied minority ethnic groups in the county which organize their own mother-tongue

classes any help whatsoever. Our firm view is that one significant way of recognizing the importance of the language and culture of minority ethnic groups, thereby enhancing minority ethnic children's self-esteem, is actively to encourage the maintenance of children's mother-tongue. Such a policy also assists children's cognitive development, socialization, positive attitude to education, and ability to span the two cultures of home and school. Wherever there is evidence of demand, the local education authority should assist mother-tongue tuition

by at least making available without charge premises and facilities, by advising on materials and their production and on methodology, and by offering training for teachers. The major minority community languages should be given the status of modern languages in our schools and made available to all children. We shall be pressing this case, as part of an overall policy, on the local authority early in the new academic year when the appropriate council sub-committee is due to consider multi-cultural education. We shall hope that Bedford (which has the

highest proportion of minority ethnic group pupils in its schools in any town outside London) and the county as a whole will then begin to put right this and other serious and substantial deficiencies that, despite some considerable achievements, now exist in this policy area in Bedfordshire.

MICK FARLEY,
County Councillor,
Bedford Harpur (East).
JOHN KINCHELLA,
County Councillor,
Luton Rural No. 2.

ment Study, and surveys commissioned by the Plowden report. The result has nothing to do with the educational benefits of smaller classes to pupils; it has everything to do with differing resource allocation to different types and locations of schools, and with the practice of putting low-attainers in smaller classes within a school, when the opportunity arises, as an impetus to their learning - a kind of positive discrimination.

There is no point in even reporting the "large classes - better attainment" finding unless it can be related to the policies and processes that cause such a relationship. To do so without an immediate and convincing disclaimer that such a finding does not mean smaller classes as no aid to pupil progress, is to lead both media and public; it offers less scrupulous administrators an excuse to dismiss pressure in smaller class sizes.

STEPHEN SIMPSON,
Statistician,
Bradford Metropolitan Council.

Culture gap

Sir, - I read with astonishment the alleged news item by Chris Mosley (July 24) on the yoking of Lapps in northern Norway, Sweden and Finland.

I grew up in North Norway and know something of the struggle of this arctic people to protect their own way of life and remarkable culture.

The reported "banning" of yoking comes during a year when the Lapps in Finnmark, North Norway, who allies from the rest of the Norwegian population, defeated a Government development plan which would have laid waste large areas of the Lapp traditional grazing territory.

It is a commonplace of racism that destruction is accompanied by contempt and a failure of those things of value in the way of life which it is to be destroyed.

If Chris Mosley's piece had been written in another journal about an ethnic minority in this country, surely one of your staff would have criticized it as the kind of attitude that hampers education in a multi-racial society.

No doubt you and your correspondent see this "news" item as a joke. But as in so many similar cases, it is the people on the receiving end, it adds insult to injury.

GUINOR LEESON,
18 Mackenzie Road,
Broxbourne,
Herts.

Ultimate sanction

Sir, - I should like to congratulate the governors and head of Cardinal Wiseman School, Coventry, on their stand against racism (July 3). It may well be that expulsion is not a solution to any problem; the point is that it is clear that racism deserves the ultimate sanction, whatever that is. The problem of racism has certainly not been solved by the current "softly softly" approach which, out of fear of "making an issue" out of racism, has led us to a situation where some youngsters belong to a "trendy racist sub-culture." For a laugh, as reported in the same issue of *The TES*. It is time for something to be done.

CAROL SANDERS
44 The Meadows,
Walberton,
Arundel.

Letters for publication should be as short as possible and should be written on one side of the paper only. The editor reserves the right to cut or amend them if necessary.

Wrong hardware and the wrong approach

Sir, - The letters of Messrs. Esterson, Radcliffe *et al* (July 17) in response to my article on the subsidies for schools microcomputers (June 26) all seem to dodge the basic issue: the British microcomputers for which subsidies are offered do not meet the basic requirements of first-time users in British secondary schools.

The real concern is not what should or might or will happen, but what does happen in real schools with real microcomputers and real classes now, throughout the country, not just near London.

When most L.E.A.s are not able to provide the technical support and maintenance needed for language labs and film projectors, how can they manage to handle the much more complex and vulnerable microcomputer? It is a dreadful mistake and irresponsible to waste resources by foisting equipment on inexperienced teachers for whom the technical aspects are quite beyond reach, or are so time-consuming as to devour time a teacher should be spending on other duties. For this reason, I believe the Research Machines 380Z at present is not suitable for adoption by first-time users in British secondary schools.

To wax enthusiastic over what is written on a piece of paper as a BBC microcomputer, specification or a prototype model is easy; for an inexperienced teacher to get a microcomputer to work reliably in a classroom with 30 restless pupils so that they really learn something is quite another matter. All my experience with microcomputers and their peripherals over the past four years would indicate that anyone ordering equipment that is not already in full production is in for delayed deliveries (up to 18 months in the case of the Commodore printer), teething

troubles, and the risk of quick obsolescence. A first-time user should not be subjected to the stress involved in these problems, especially when there are now several microcomputers at very reasonable prices which are in full production, have full technical and service support throughout Britain, and have libraries of programs available for beginners.

The subsidies are unfair to the firms involved in the long run, too. When a firm is given a captive market, it is not required to adjust its products and services to meet the real needs of its users; this robs the firm of its ability to compete in the marketplace and prevents it from developing in the ways that would enable it to survive when eventually it is taken out of the "hothouse" of subsidies and preferential treatment. When a product is truly better as well as British, it sells well - the

defence of capitulation budgets - well, perhaps not quite so. The advance of knowledge - at primary and secondary level certainly - is not so rapid I suggest: syllabus-based learning ensures that changes occur at a fairly pedestrian pace, certainly well-researched book purposes should not result in obsolescence of that book within its reasonable life. Computer based study is developing fast but governmental, parental and enthusiast-developed software schemes all help contain this still limited area of additional expense.

I suggest that the easy and often casual use of reprographic facilities are doing a great deal of harm to local authorities' capitation budgets. Each page run from a copying machine will cost at least twice that of a reasonably priced textbook - it will probably be used once only - then discarded - the print will usually appear unattractive with little student appeal; much of the matter so produced will be "within copyright".

Profligate use of copying machines and other reprographic methods results in: (a) significant erosion of the "value" obtainable from already inadequate capitation allowances, (b) less demand for properly structured text and resource books, leading to a downward spiral of lower print run/higher prices/less choice.

It would be interesting to learn the content of Oxfordshire's "shopping basket" and the weighting given over the last five years to its constituent parts.

P. M. KENDALL,
Production Director,
Stanley Thomas (Publishers) Ltd,
Cheltenham.

Living history

Sir, - I was interested to read the replies to the Aristides article (July 3) based on my letter about the AEB O level world affairs question paper, particularly the fascinating letter from Hugh Jones. I can only hope he reads candidates' papers rather more carefully than he appeared to read the Aristides article. What was criticized was the map (and even the AEB concedes there were "minor flaws" in it) and one question in particular - about that map, not as Mr Jones implies, every question about it.

Mr Jones takes me to task for not using Jack Watson's *Success in Twentieth Century World Affairs* which he sweepingly calls "the standard text book". In fact there is no standard text book for the twentieth century course, but a whole range of excellent text books and audio visual materials to choose from. It is true that in times of cuts schools must be selective in their choice of books, so although I purchased a copy of Jack Watson's very good book in 1974 we decided against using it as a class text book on the grounds of cost, and because it is a paperback with limited life.

What did disturb me was the final sentence of Mr Jones's letter where he said he hoped we were not "trying to teach" twentieth century world affairs, presumably because he believes an entire history department to be incompetent. We have taught this syllabus with considerable success since 1974. History is a very popular option in this standard comprehensive school. Our O level results on this AEB syllabus are excellent. We consistently achieve between 35 and 50 O level grade A, B or C passes each year, as well as up to 35 passes on the same course, this out of a year total allowing to continue history of around 150. About 80 per cent of our fourth and fifth year pupils opt to continue history. Therefore criticism of an exam paper by a teacher is not necessarily made because that teachers exam results are poor.

Indeed the real point of my letter and the Aristides article seems to have been missed by Mr Jones and Mr Hoyle. History is changing and times are changing. How many times have history teachers been asked the question "what is the point of history?" It is certainly hard to persuade youngsters that it will help them get a job, especially in the current job situation. So it seems far better to be honest and accept that it is a leisure subject to be enjoyed. Hence emphasis on useless knowledge (and knowing about Allenstein or Marlenwerder is useless knowledge) rather than on central twentieth century themes is the way to kill history, not to encourage our pupils to enjoy it.

History is one of our most popular leisure activities - instance the popularity of history TV programmes, books, films and the like, but staff here lost count long ago of the number of our pupils' parents who while remarking about how much their children enjoyed history went on to say that they too liked it now but hated it at school. Was that because history teachers bored them with meaningless facts instead of bringing history to life and so nearly killed the subject for them? Perhaps history teachers who teach as they were taught should question whether their approach is out of date.

Isn't it our task to ensure that pupils leave school with a genuine enthusiasm for history? If so we will win that enthusiasm by teaching key events in an exciting fashion, by making full use of the BBC twentieth century video programmes (no mention of Allenstein in them) and of the many films available for hire, rather than supplying boring notes about Allenstein, Marlenwerder, Vilna and the Aaland Isles, no doubt with dates to match! Our exam results show that our approach does work, even when exam boards lapse into old fashioned questions requiring knowledge of trivia, although to be fair to the AEB their papers do contain sufficient questions on central themes most years.

Finally each year we take 100 of our fifth year pupils on trips to Belgium and France to see the World War I battlefields, a central theme of the twentieth century and one that has left a permanent stain. We arrange the visits ourselves to keep costs down (just £32 for three full days this year for example) and this shows commitment, not incompetence by both staff and pupils.

K. J. MITCHELL,
Head of history,
The Manor School,
Arbury Road, Cambridge.

questions and problems, that the time they spend thinking and talking about the topic prior to their actual study of it produces clear, definite guide-lines for the study itself.

Like Chilver and Gould, I have found that using this approach with pupils is a most effective way of encouraging them to come to terms with reading material in history lessons. It is my experience that their own interrogatories automatically alert pupils to information from various sources which is relevant to their studies, provide a good beginning into active reading of subject-matter and a sound basis for developing a more critical "historical attitude". Interrogatories can also serve as a framework for group discussion of a topic, and for the pupils' note-making and later organization of written work on a topic. They promote the pupils' grasp, understanding, and retention of subject-content and, most important, help to equip pupils with learning skills of practical value to them long after they leave school.

A. K. HENNESSEY,
Lecturer in Computation,
UMIST.

JAMES SMITH,
64 Chesterfield Road,
St Andrews,
Bristol.

Profiles of doubt

Sir, - Regarding M. Scott-Archer's letter (July 10), I cannot disagree with the Department of Industry in their efforts to produce better pupil profiles if that is what they think is needed for industry.

However, I question whether pupil profiles are in fact in the best interest of pupils generally. Education in schools should not be just a means of getting a job. Just as the system is currently examination-bound, the universal production of pupil profiles will stultify it in another way.

Of course educators in schools have to be aware of the outside world and have to bring as much of that world as they are able to the attention of their pupils. But those educators will not be able to prevent unwelcome and unsought distortions of their aims when the main and overwhelming reason for a profile is its presentation to a prospective employer.

I am forced to the conclusion that M. Scott-Archer wrote his letter in an attempt to pre-empt the debate. A close examination of the meagre facts which he gives shows that he is exaggerating the case to be made from a small number of replies to a very small sample survey.

IAN J. SINCLAIR,
9 Conyers Road,
Stroudham,
London SW16.

Self-help
Sir, - Peter Chilver and Gerard Gould ("Talking to read: the benefits of discussion", July 24) are to be congratulated on their clear, practical, and refreshingly commonsense recommendations for encouraging children to manage advanced reading matter. I hope that their article has been read, appreciated and "internalized" by teachers who, not being members of English or remedial departments, might not consider their pupils' reading progress to be one of their major concerns.

As a history teacher, I have for some years employed methods virtually identical to those described by Chilver and Gould in an approach to history teaching which aims at helping pupils to cope with the reading and related demands history imposes (or should impose), and at encouraging them to become self-reliant students of the subject - at times a painful process of weaning pupils from worksheets and teacher-controlled inquiries. The essence of this approach, which I call "an interrogatory approach", is what Chilver and Gould describe as "rooting the work in the children's own questions".

An interrogatory is simply a list of questions concerning a topic which pupils are about to study; but the questions are put forward by the pupils, not by the teacher. The pupils pose their own questions and raise problems about the topic before they begin to study it - they prepare a list of "pre-study" questions. The central idea is that the pupils study the topic in response to their own

Travel
Skiing in Austria and Italy '81-'82
• Only £160 low season & £180 high season
• For parties of 33 and over, 3 teachers, travel free.
• Unlimited use of coach throughout your stay
• Hotel accommodation, tuition and ski equipment included

NEWBOURNE TRANSPORT
For complete information write to
Newbourne Transport,
29b Rowley Way, London N.W.8.

Under threat
Sir, - Mr Deelman's letter (July 3) was very timely. In March of this year, *The TES* was kind enough to print an article on the work of the Academia Britanica Cuscatleca here in San Salvador, which drew attention to the work of British teachers here.

During the past few years, as everyone in Britain now knows, El Salvador has been affected by terrorism. The British Embassy withdrew in January 1980, and all British official missions left at the same time. The only British institution that remained was this school, and I am sure that many believed that it was only a matter of time before it too closed its doors.

Eighteen months later, the school

is alive and well. Its finances and pupil enrolment are healthy. It is setting a standard of achievement which is the envy of other national and foreign schools here. This success has been achieved by the united efforts of staff, parents, and pupils, not least the 13 British teachers who have worked here this year. They have stayed, they have renewed their contracts, and they have confounded the pessimists by their determination and sense of duty.

The school now faces a new threat which will be more difficult to overcome: the British Council, which has worked closely with us for many years providing moral support and recruiting new staff, has informed us that though it is prepared to recruit new staff for 1982 it cannot do so because the British government is not prepared to support further recruitment for El Salvador.

The school is, therefore, placed in an acute dilemma: it does not want to act against the wishes of the FCO, but if it does not recruit new staff it will cease to exist in its present form. It is worth putting on record what will be lost: this is a non-political and non-sectarian British school, the only one of its kind between Mexico City and Bogotá; it has achieved an enviable record of success in all ways, not least, in University of London and University of Cambridge examinations; it is involved in spreading British educational ideas and methods to a country which is anxious to receive them.

There may be good reasons for the attitude of the British government, but this decision seems, to say the least, shortsighted, and is made even worse by the fact that the North American, German and French schools continue to recruit their nationals to teach here. This is precisely because, as Mr Deelman in his letter has said, those governments recognize the value of the presence of their compatriots in foreign countries.

It seems to me a very sad day for the interests of Britain abroad, and especially in Central America where there is a long Anglophile tradition, that this should come to pass.

FRANCIS J. POPPLETON,
Headmaster,
Academia Britanica Cuscatleca,
Apartado Postal 21,
Santa Tecla,
El Salvador, CA.

Body talk
Sir, - Although it has for long seemed to be self-evident that there has to be a "national body" which provides coordination over the whole of public sector higher education and between that sector and the universities, we would like to express our support for the proposal for such a body which is contained in the recent Green Paper. At the same time we wish to urge the Government to consider the logical extension of its proposal.

The remit of the "national body" which is proposed by the DES would take in the whole of public sector higher education in England: this would be a considerable advance on any fragmented alternative organization which, based on local government, rather than national government, would not allow coordination even beyond the "maintained" sector. Yet compare this with the remit of the UGC which is across all the universities in England and Wales and extends to those in Northern Ireland. Can we on behalf of the lecturers we represent and the students whose futures may depend on a rational system of higher education, urge that the national body should extend its coordinating activities in parallel with the UGC and across the whole mobile constituency of the student who use the system?

TOM BAUM,
Secretary,
Ulster Polytechnic Association of Polytechnic Teachers,
GERALD CORNEY,
Chairman,
Polytechnic of Wales Association of Polytechnic Teachers.

Courses

UNIVERSITY OF BIRMINGHAM B.Phil.(Ed.) TEACHING ENGLISH AS A FOREIGN LANGUAGE

A one-year full-time post-experience advanced degree course in Applied Linguistics. Open to both graduate and non-graduate certificated teachers of EFL. Some places still available for October, 1981.

Details from Chris Kennedy, English Dept.

STAR COLLEGE
27a Old Gloucester St, London WC1
01-424 6011
Principal: K. A. Payne
B.Sc., A.K.C., F.R.A.S.
Part-time or full-time day and evening classes.

ENGLISH
- beginners, intermediate or advanced.

MATHEMATICS
and many other subjects.

G.C.E. COURSES
- individual tuition
- throughout

Start on any Monday in the year.
Summer and short courses from 2 weeks.

ELVING COLLEGE OF HYPNOSIS AND PSYCHOTHERAPY
100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

features

Peter and Jane have a rotten summer

by Nick Yapp
Illustrated by
Graham Philpot

What does every parent go on and on about? Reading. And how do you get better results in their child's measured reading ability? You use my reading scheme.

It's based on the Schonell Test. There is a 750-word reader, text one side of each page, bright colour picture of a happy family on the other. Just 750 words - but they contain every one of the 100 words in the test.

Make the children read the book over and over again. They are bound to pick up the Schonell 100 (it sounds like a motor race, doesn't it), and they'll score full marks in subsequent tests.

I am working on two other projects at the moment - *The Bristol Social Adjustment Book of Etiquette* which I'm hoping Sainsbury's will market, and an all purpose *Beat the IQ Test Brochure* (provisionally called *Here's Mud in your Eyes*).

Meanwhile, here is the text. It's a little contrived, a little stilted - but then aren't they all?

Peter and Jane hurried downstairs and ran out into the garden. "Watch me on the see-saw, Jane," cried Peter. "Pivot, pivot, I go. Now I'm going to climb a tree. Watch! Watch!"

Jane idly turned the pages of the satirical magazine she had brought with her. "Yeah," she said. "Go on, Peter. Fascinate me." She had no affection for her grotesque, gnome-like brother. Slowly, over-nourished, he was indeed a difficult child to love.

"I'm going to sit on this branch and you must bring me some milk and biscuits and an egg sandwich," said Peter.

Pat, the diseased dog, waddled over to the flower bed like a somnambulist. His legs buckled under him and he sank into oblivion.

"I'm beginning to think it's time we planned Pat's disposal," said Jane, a belligerent light in her eyes.

Peter and Jane's Daddy appeared on the lawn. In his hands was *Whittaker's Almanac*. "Children," he called. "I bet you don't know the postage to the Canary Islands."

Daddy was a lecturer in physics (or was it statistics?) at Ladybird University, which was nearby. There were those who held that the

only plausible explanation for his appointment to the institution was that he was the nephew of Colonel Shepherd the Provost, and had, therefore, been given preferential treatment.

Daddy's conscience, however, was as clear as his brain was empty. He thrust the book at the children.

"And how do you spell 'pneumonia'?" he asked Jane.

Jane began to smoulder with genuine rage. "We're not at school now," she said.

"But Angel," persisted her father, "you know this is simply part of Daddy's systematic campaign to get you through St Hilda's Preliminary Entrance Examination. You must keep up your general knowledge. Now, what is meant by 'bibliography'?" - answer up, or pay a forfeit.

"Mummy's very quiet," said Jane, pointedly. "Oh, God!" cried Daddy, and he hurried back into the house.

Peter and Jane hurried down stairs and ran into the garden.

"Watch me on the see-saw, Jane," cried Peter. "Pivot, pivot, I go. Now I'm going to climb a tree, Jane. Watch! Watch!"

Jane idly turned the pages of the satirical magazine she had brought with her.

"Yeah," she said. "Go on Peter. Fascinate me." She had no affection for her grotesque, gnome-like brother.

Jane and Peter's Mummy lay on the settee in the lounge, gazing at the ceiling. A half empty bottle of her little idiosyncrasy slipped from her grasp, and an ineradicable stain spread across the broadloom remnant. She was an attractive woman but the recent move to Ladybird Road, and the metamorphosis of life, had made her susceptible to depression, during which she became very thirsty.

She turned her eyes to her husband as he hurried into the room. "I'm just having this wonderful dream," she said. "I was in a seagull, conducting an orchestra with an antique sabre."

"And I imagine they were playing the *Enigma Variations*?" he said, sarcastically.

"...and I was able to beguile the whole crowd, the whole audience. The people wanted to applaud for ever. They were so amazed they wanted an encore. Do you want

encore? I want something else to drink."

Peter and Jane's Daddy glanced at the clock. She was due to sing as soloist with the choir of the Ladybird Evangelical Mission in 10 minutes. He was not an heroic man. He had neither the time to procrastinate, nor the talent to scintillate. The tyrannical did not come easily to him.

His thoughts raced. "We've got to get out of the house," he shouted.

"Why?" "A flying saucer full of extra terrestrial creatures has just landed in the road outside, and they're all coming up the front path. Apparently, they're fulfilling some kind of prophecy."

"What do they look like?" "The leader looks like a frog and all the others look like members of the judiciary."

"Have you been drinking too?" "Hurry. They're going to lay siege to the house. We've got to get to the Evangelical Mission. We'll be safe there. I've sent Peter and Jane with a plate of buns to intercede on our behalf, but that won't hold them up for long."

"It's been a rotten summer." "Peter bounced into the room. "Draw me a picture of a train, Mummy."

"Hullo, darling. Not now. Mummy's poorly again. How are the frogs and the little men with wigs?" asked his Mummy.

"What frogs?" said Peter. "Your mother doesn't mean 'frogs'. She means, er, poles."

"Polish frogs are in the garden, Daddy?" "No, no, garden poles. It's a homonym. Remember that when you come to do the St Hilda's papers. Your mother," he lowered his voice, "has this entirely fictitious belief that the garden is full of miscellaneous spacemen."

Peter and Jane's Mummy staggered to the door. Blearily, she peered down the path. "I hereby rescind your order to besiege this house," she yelled. "It comes under the classification of listed buildings."

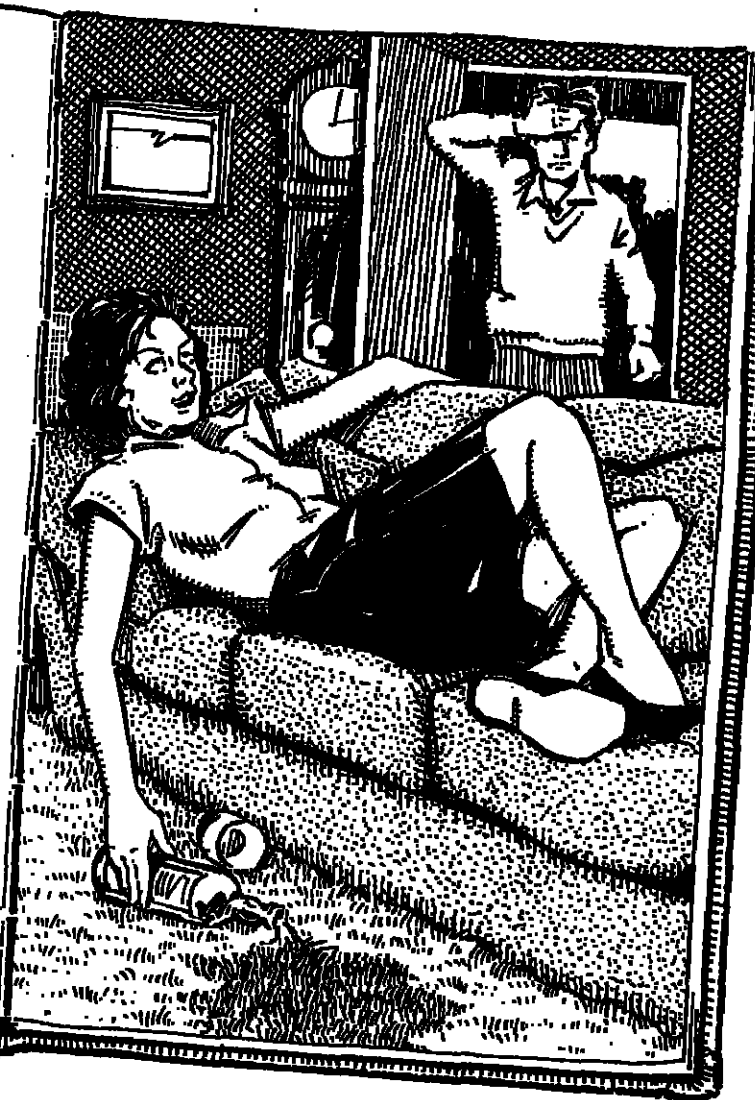
In the garden Jane listened to her mother's drunken ramblings. She gazed at the mock Tudor frontage of their house, the coach lamps, the bottle glass windows, the hanging baskets, the plastic shutters.

"Some list," she thought.

Jane and Peter's Mummy lay on the settee in the lounge, gazing at the ceiling.

A half empty bottle of her little idiosyncrasy slipped from her grasp, and an ineradicable stain spread across the broadloom remnant.

She was an attractive woman but the recent move to Ladybird Road, and the metamorphosis of life, had made her susceptible to depression.



How to beat the clock

Philip Gallagher suggests how teachers can create more time for themselves

Many teachers face continual time pressures during the term because they are doing two jobs.

The job inside the classroom absorbs inflexible stretches of the working day. On top of that, teachers must find time for a second job - all the out of class marking, preparation, supervisory duties, keeping up, and so on.

However, these pressures are not an inevitable fact of life. By investing time in daily planning, being clear-minded about priorities, and keeping an eye open for time-saving ideas, you can find all the time you need for important work and leisure activities.

Most of us make occasional lists of tasks we must remember to do. Keeping such a list daily, and organizing it to highlight priorities, is the first step to creating more time for yourself.

Every morning, make a list of all the major tasks you must remember to do during the day. You may find it helpful to divide the list into sections such as "Classwork", "Other work", and "Home". Let common sense dictate how much detail to go into. You obviously don't want to write down every routine task or each step of every lesson.

In a useful paperback called *How to Take Control of Your Time and Life* (Signet), Alan Lakein suggests the following system for setting time priorities. First go through the daily list labelling items A, B, or C to indicate their importance: use A for the most significant and urgent tasks; C for the least significant and urgent tasks; and B for the in-between.

When you've finished, check whether any of the Bs can be relabelled as As or Cs. Next number each item to show its priority within its category (A1, A2, B1, etc.). Each day go through the list doing the tasks in order of priority as far as possible - As before Bs, Bs before Cs.

The appropriate A tasks for each day are usually self-evident, and in the classroom they're often unavoidable. Nevertheless, it's a useful check to ask yourself *What is it that I least want to do today?* The point is that you least want to raise with a colleague or the paperwork that you least want to do will frequently deserve priority status.

Perhaps, surprisingly, most time, stress and frustration seem caused by Cs, not As. We often have to waste so much time on small, irritating tasks that we continually have to postpone the activities that are more important to us. Here are some ideas for keeping Cs under control:

● Whenever you're about to start an unimportant task ask yourself *Would anything terrible happen if I didn't do this?* If the answer is no, look for a higher priority item to devote your time to.

● Save up Cs for weekly or fortnightly trivia sessions, and get them all out of the way at the same time.

● Watch for hidden Cs. A French teacher recently told me that he's found an extra hour a day in his schedule since he stopped smoking. The mechanics of buying, lighting and smoking cigarettes had been quietly stealing significant chunks of his time.

● Many of us have to waste time on Cs imposed on us by other people. For some good strategies to escape these impositions, check chapters six and seven of the widely-available paperback, *Pulling Your Own Strings* (Hamlyn), by W. W. Dyer.

Returning to your daily list, draw a line across the bottom third of the page. Below the line list quick tasks related to As, that you can do in spare moments during the day. Several well-chosen, two or three minute tasks can make considerable inroads into a daunting A. Use travelling and waiting time to think up quick tasks and mentally organize your planning.

A diary is another useful tool for planning the best use of your time. To make sure important tasks get done, schedule blocks of A time in your diary. Reserve these periods for As only. The blocks don't have to be very long at first - 15 or 20 minutes is enough.

Try to plan the time blocks for the part of the day when you work best and/or are least likely to be interrupted. Depending on the flexibility of your timetable, you could apply the same principle in class - covering the most important points at times when you and the pupils work most effectively.

plaint nowadays, especially among people working in education. Many of us want to read more than we can cope with. Alan Lakein suggests that we read books as though they were newspapers.

He points out that most people find time to read a daily paper by skimming the headlines, sub-headings, opening and closing paragraphs and so on, to find the relatively few items they want to read in full. So, he asks, why don't we read professional books and articles in the same way, to extract the key points? Scanning a chapter in this way makes a good quick task.

Not being able to get through all the reading you want to do is frustrating. Even worse, realizing six months after you read a book that you can't remember a word in it. Note-taking might seem the answer. However, conventional note-taking is a tedious process, and many people find that they rarely look at their book or lecture notes again.

Tony Buzan offers an excellent solution to this problem in *Use Your Head* (BBC Publications). The technique he calls organic note-taking overcomes all the disadvantages of traditional notes. It works equally well with books, lectures, and meetings. It's also useful for planning written work and activities of all kinds.

Another trick for retrieving information quickly is to make a mini-index in all the non-fiction books you read or scan (in addition to any separate notes you take). Compile the index by listing on the endpapers of the book key points and their page numbers. This takes very little time, and looking over the index a few months later should help you to recall the book's main arguments. The index is also useful too for finding a piece of information when you're not sure where you first read it.

In case you're worried that planning your time in this way will turn you into a nervous clock-watcher, remember that having time to relax and enjoy yourself are essential A goals every day.

Philip Gallagher is senior EFL editor, *Times Educational Supplement*.

A dicey business

Sara Parker on the plight of British teachers returning from overseas

This year, more than 2,000 teachers will return to Britain, yet only a lucky few will find it easy to get a job.

All returning teachers need advice as to what areas are open to them and where best they can fit in. But there is an increasing tendency for recruiting organizations to withdraw guidance to those coming home.

The ODA - Overseas Development Administration - is the main government aid body recruiting teachers and technical staff to posts in the Third World. Until December last year, the organization ran a resettlement bureau to advise returning staff. But with government cuts it has been closed.

An ODA spokesman said: "Our main aim is to help the poorest countries in the world. The resettlement bureau was peripheral to this. Also, there are so many others operating in the area of job placement."

John Rowe, of the National Union of Teachers, believes the closure of the bureau is irresponsible. He says: "It often seems to be a case of sending teachers to work abroad without any regard as to the consequences; asking them to help other countries, but doing nothing for them in return."

The NUT gives advice to any member who writes in about resettlement or employment problems. John Rowe handles one or two letters a week from those either going or returning from abroad.

The union estimates there are more than 40,000 unemployed teachers. Some are women wanting to return to education, but others are those who are not entitled to unemployment benefits - like, many returning from overseas. Only 12,000 or so of the NUT estimate are registered with the Department of Employment.

Yet it is through the local "labour" office that returning teachers should expect to find their first source of help. There are more than 60,000 places a year on the Government's Training Opportunities Scheme - TOPS - although few of the courses will be of any use to the out-of-work teacher.

They are more likely to turn to a more specific scheme, such as the one run through the Local Government Training Board, which

offers more than 400 grants for teachers wishing to train in the priority subjects - mathematics, physical sciences, business studies, and craft, design and technology.

But even here, they may be penalized for having worked abroad. The Department of Education booklet "Training and Re-training to teach Priority Subjects" says: "You must also have been ordinarily resident in the British Isles during the three years immediately preceding the course" and says that a similar requirement must be fulfilled for a local authority grant. The term "ordinarily resident" is ambiguous, and returning teachers are uncertain over their status with all government bodies.

The Voluntary Service Overseas believes that this should not be the case. An organization which has always had an open-door policy towards its volunteers, VSO has found that they benefit from help and advice - although some are reluctant to come forward.

In an attempt to combat this reserve, the organization has recently formalized its resettlement help into de-briefing sessions to which every volunteer is invited on return. Stephen Turner, who is responsible for the sessions, says: "People don't just finish with us when they finish overseas. We are the starting point, the link back into the system."

Like the VSO, the recruiting agencies for teachers of English language overseas usually offer such help as a matter of course.

English International has for 10 years provided relevant training courses for its 600 or so teachers, while the Centre for British Teachers, with some 400 recruits overseas in West Germany and Malaysia, operates a resettlement and welfare scheme.

The result is teachers better able to cope with the demands of the employment market, and those recruited through such organizations seem to have a better chance on their return to Britain. Already this year, over half of the returning Centre for British Teachers recruits have found jobs, while the prospects of the others are described as "rosy".

Government and quasi-government organizations seem to be less concerned about teachers who have worked under their auspices.

The British Council is prepared to give advice when asked, but emphasizes that the initiative lies with the returning teacher. Marc Clift, director of the English Management Department of the British Council, says: "We realize that when we recruit people for overseas, we are recruiting them into a dicey business."

Many teachers wanting to return will usually look for employment before they leave their overseas post. They are up against another problem - distance. In most cases, employers are reluctant to call for interview applicants several hundred or even thousand miles away.

Often they do not appreciate that interview funds are available or, as in the case of the Service Children's Education Authority (SCRE), that special arrangements can be made. Only recently SCRE had to remind local authorities that in most cases it is possible for teachers wanting to return for interview to do so.

But misunderstanding with local authorities is something which the job-hunting teacher is likely to face in other areas. Some refuse to recognize overseas teaching as relevant experience. Even if official prejudices are broken down, teachers may find themselves up against personal ones.

One teacher who had been working in West Germany found himself given a "grilling" by the interviewing panel of a local authority. He walked out. Later he got a job as a headmaster elsewhere.

John Rowe says: "Concern over teaching experience is not necessarily an authority policy, but it is definitely at the back of peoples' minds when they are interviewing."

Even if teachers do get a post, they may find themselves not accredited with their overseas experience as far as their salary is concerned, because of a rather "open-ended" clause in the 1979 annex to the Burnham Report.

Faced with such difficulties, some teachers are forced to go back overseas.

The overseas merry-go-round may seem to many to be the only way out. The only problem is it becomes increasingly difficult to get off.

David S.

resources

Imperial views

by James Bromwich

The Adventure of Man, Section 11. The Roman Empire. A tour round the Roman Empire. Roman Britain. Edited by C. W. E. Peckett. Each filmstrip with notes, £4.30, each cassette, £2.60. Visual Publications International Ltd, 197 Kensington High Street, London W8 6BB.

It is the hope of most teachers that, when they find material for classroom use, it will satisfy their particular needs as completely as possible. Here is a pack which covers the evolution of the Roman Empire, and provides a separate filmstrip of the area most British teachers are likely to wish to study.

As well as this apparently broad coverage, the teacher (non-specialist in particular) might be equally attracted by the support offered through both the taped commentaries and the handbooks. These include the commentaries themselves, further information for the teacher, ideas for classroom discussion and a variety of student work activities. Yet the pack can only be recommended with reservations - and only then if the teacher is prepared to do considerable work to overcome weaknesses in the material.

Imperial Rome covers the Early Empire as far as Marcus Aurelius (180 AD). If the teacher wants to cover the Later Empire and its decline, it is necessary to get another set. The approach is that of the broad narrative survey: the work of Augustus in creating the principate, his Julio-Claudian descendants, the Flavians, and the adoptive Trajan, Hadrian, Antoninus and Marcus Aurelius.

The last quarter of the filmstrip (out of a total of 41 frames) provides a brief survey of the Empire's legacies such as roads, cities, architecture and language. It is especially good at showing how Latin evolved into French using the example of one word. Other good features include a simplified but clear picture of the Augustan power structure, and very good portrait pictures.

The coins, busts and statues are nearly all well chosen and excellently photographed (except, strangely, that of the equestrian statue of Marcus Aurelius in Rome), and could easily stimulate interesting discussions on character and image-making, contrasting the very different representations of the Emperors Augustus (Louvre statue) and Vespasian (British Museum bust).

A similar approach is adopted in *A tour round the Roman Empire*, where three of four slides are used to depict a city or route taken, rather than an Emperor and his achievements. Well drawn maps link each section as the route traverses the Mediterranean provinces by sea and land. Starting via the Apian Way from Rome, the viewer is taken eastwards to major centres such as Athens, Ephesus and Baalbek.

Turning westwards, the route moves via Lepis Magna to Cordoba to southern Gaul. The aqueduct at Segovia as well as the Pont du Gard are shown. The final part covers the Rhine frontier and returns to Rome by Asolo. Among the pleasure of the tour is the inclusion of Petra and a relief of a Roman river barge. The slides are especially well illustrated and include the best preserved of all Aspendos.

Roman Britain, like the filmstrip on *Imperial Rome*, only gives partial coverage, though it stops in the early fourth century. It makes narrative and topical. It touches on most aspects of political history from the Claudian invasion (with only a brief reference made to Julius Caesar) up to the proclamation of Constantine in 306.

AD. In the six slides dealing with the town of Roman Britain a good, labelled reconstruction picture of Silchester brings out well the key features characterizing a Romano-British foundation. Communications are well handled.

My sense of dissatisfaction arises from having seen nearly 150 pictures and still feeling that the coverage is thin and patchy. It is not simply that some frames are wasted. In any set there are likely to be the failures, such as the unimpressive hypocaust or the poor photographs of Nimes and Rome, and the oddities like the Doré print of burning Jerusalem. But there are relatively few of these. The real problems are brevity and compression.

Hadrian is dealt with in four frames: the Jerusalem picture, the Wall, his villa and his tomb. This takes one and a half minutes of tape time, about three sentences on each frame. Even when everything is absorbed, one's understanding is inevitably both limited and superficial. Paulinus is described without qualification as a "good governor" of Britain, yet Boudicca's revolt was his replacement. The collapse of Romano-British towns was due to a failure of "morale and discipline" amongst the inhabitants, yet no reference is made to the highly coloured source of Gildas, presumably the origin of this loaded comment. Brevity can often lead to simplistic judgments.

It is regrettable the views expressed on Tiberius and Domitian are not credited to Tacitus, and those on Claudius not attributed to Suetonius and Seneca. Many comments cry out for modification: the role of the imperial treasury, the reality of Cleopatra's "threat" to the Empire, the inadequate treatment of the Roman army in both *Imperial Rome* and *Roman Britain*, and the almost tourist-film approach to the tour of the Empire.

I have hinted at a further cause of inadequacy in this set: its attitude to sources. Imperial coins are beautifully reproduced, but no clue is given to their propagandist message, surely one of the most interesting aspects of coinage.

If the pictorial evidence is largely unused or used badly - the written evidence is barely referred to at all. To read in the teaching notes (not used in the commentary) that Frontinus is a major reference on Roman aqueducts is a real pleasure, when the nearest the commentaries usually get to history, as a product of what people leave and how we interpret it, comes in such phrases as "the historian says..." or "as one traveller said". The teacher will eventually find the historian (Gibbon) hidden in the teaching notes, the traveller never.

The history used in the commentary and filled out in the handbook is often outdated, just as the dependence on Roman writers goes uncredited, so the work of modern historians and archaeologists is never referred to. A suspicion that this is not accidental is supported by looking at the bibliographies.

As so often happens, and quite understandably from the publisher's viewpoint, the set gives little indication for whom exactly it has been prepared. The suggested students' work, with its stress on imaginative reconstruction, implies lower secondary, but the overall survey approach in all tapes suggests an older audience.

It is perhaps in the sixth form or further education general studies courses that this set offers most opportunity for serious work. Inevitably, hard work will be needed from the teacher to know both the written and pictorial sources. The *Roman Empire* could form the basis of a very valuable course in historical understanding, but it is not as easy answer for the non-specialist looking for comprehensive coverage.

media

Masterful snapshots

by Carolyn O'Grady

ADULT EDUCATION
Me and My Camera
Yorkshire Television
YTV and other regions: Thursdays, 11.00pm.
THS: Mondays, 12.30pm.
STV: Sundays, 11.30am.
TTT: Sundays, from August 23, 9.30am.

Me and My Camera is a series of 10 programmes to help camera owners - beginners and those with some experience - to use their cameras better. Unfortunately it is allied to a wearisome campaign called "Let's Get Britain Snapping", directed by the British Photographic Industry, which is trying to get us all to buy more photographic equipment. For this reason the series sometimes looks like an advertisement for cameras and peripheral equipment.

It also seems set on trying to convince us that photography is an inexpensive hobby - without actually going into the economics of it. The presenters and guest stars, for example, exhort us to take lots of pictures because film is "the cheapest element of photography". A relative assessment to say the least. And what about the cost of processing?

Despite these major drawbacks, *Me and My Camera* still promises to be a rather good series. Joe Partridge and George Hughes are both enthusiastic presenters who skilfully



Patrick Lichfield, recently Royal photographer, with a photographic family

break down the complicated body of knowledge required to make photographic work.

Apart from the first programme, in which Partridge and Hughes go over some basic techniques and preview the rest of the series, the programmes are divided into a sequence in which expert photographers demonstrate aspects of photography - family pictures, landscapes, travel - and give an explanation of some of the techniques. The emphasis is therefore not on science, but on gaining insights - a good decision, as even the most enthusiastic amateur photographer can be put off by the

mathematics of focal length and depth of field.

Seeing the masters at work is once disconcerting and fascinating. Listening to them, one becomes conscious of the enormous amount of experience that lies behind those instantaneous and apparently effortless photographic decisions. On the one hand it is heartening to hear people such as Patrick Lichfield say "There should be a few ones among these", says Lichfield, snapping away furiously at me and her children.

Evolution must do better

by Joan Goddard

Bellamy's Backyard Safari
BBC 1.

In this series of programmes, David Bellamy sought to draw our attention to the remarkable variety and abundance of living organisms which can be found in our gardens, rather than in the distant areas of the world with which devoted viewers of life-science programmes are now familiar.

The series covered animals and plants in their habitats, from rain-gutters, ponds and so on, and the variety of organisms which inhabit lawns.

The real stars of these programmes were the technical experts of London Scientific Films, who showed us with consummate skill, micro- and macro-organisms in stunning clarity and detail. Particularly noteworthy were the sequences of the nematode-consuming fungus. By contrast, the models used were very poor, and perhaps wisely are not credited.

For some reason - can there be any other than gimmickry for its own sake? - Dr. Bellamy felt impelled to scamper through his scenes in miniature form. This did very little for the scale, the constant changing of which was not polished out, anyway, and which is a notoriously difficult concept for young minds to grasp.

Some really good biology was there for those viewers sufficiently penetrating to discover it. The discussion of food energy cycles, (slime

moulds were shown as an example of decomposition), was well done in the first programme, and the classification of a few animal groups was also explained.

A detailed exposition of some aspects of the importance of water was very clearly given in programme two, which included the problem of air as a drying agent of delicate land plants without vascular tissue which can therefore only inhabit very damp areas, whereas their tougher relatives can survive higher up in the air - on bricks for example.

Programme three showed life in water, for example in gutters and ponds. Again, the photography was superb. The commentary, though, already on the slippery path of oversimplification and sloppy English, really took a nose-dive here, apparently resurrecting the Recapitulation Theory by likening the two-layered stage of the frog embryo to the body-structure of Hydra.

In fact, from the point of view of learning that biology, it is the commentary that one must take issue with. We can put up with the gimmickry if we must, for the sake of the technical excellence of the photography, but biology is a science and therefore calls for precise terminology. Phrases such as "Mrs. Frog", "evolution had to do better than that", "baby Lunularia and its mum" we really can do without.

Teachers of biology expend much effort in trying to put man and other animals, and plants, into proper

perspective against the ingrained notions of horses who plan ahead, and bits with a social conscience and animals which talk to their keepers. We often fall, as witnesses to the formed nonsense blasted by those in the fringe, who damage the reputation of the objectives of the conservation movement to death, and many of us.

In the *Radio Times* article which introduced the series (it is a pity they don't ask some O-level and date to correct their picture captions), Dr. Bellamy bemoans his lack of contact with young minds. But one half-hour programme he took more minds, young and otherwise, than can any school teacher in a lifetime of endeavour.

His responsibility to them, therefore, is immense, and it would be the saddest thing in the world if his name had to be removed from the annals of life of "nature" programme presenters who can confidently be recommended by teachers to their pupils as really contributing to their study of biology.

David Bellamy is a man of great talents and unbounded enthusiasm but he is in danger of becoming caricature of himself until he is left with a viewing public who, worth the effort of cloning him, but it doesn't have to be famous.

Tomorrow's technology

by Owen Surridge

In an effort to get the "alphabet" of technology into the schools, the BBC is launching a radiovision series on microelectronics on September 22. Teaching kits will enable pupils following the programmes to learn to build simple microprocessors.

Aimed primarily at 14-16 year olds, the 10 programmes begin with an explanation of the transistor and the fundamentals of electronic circuitry. In the second programme pupils have an opportunity to produce a simple switching device. Afterwards pupils learn to tackle microcircuits, digital computation and computer functions, electronic logic and the relationship between

the operator and the equipment. A session on the social consequences of technological change is included in the series.

Pupils' kits consist of circuit boards and components - resistors, capacitors, transistors, wire and insulation sleeving. They contain materials for making integrated circuits without soldering. Each is suitable for use with up to four pupils.

Five filmstrips also accompany the series. They cost £5.90 each, which includes a set of teachers' notes incorporating master copies of worksheets for pupils. £14,000 has been given to the scheme by the DES microelectronics in education" pro-

gramme. Broadcasts will be on Fridays at 2.20 pm on Radio 4, throughout the autumn term, under the title *Electronics and microelectronics*. A repeat is planned for 1981.

Working in collaboration with BBC Schools Radio, the BE Educational Service is producing a book, *Microelectronics: Practical Approaches for Schools and Colleges*. The book offers detailed guidance on choosing equipment and resources and it suggests projects to show the practical applications of the series. It costs £2.75 and will be available in September from the bookshop at PO Box 9, Wetherby, West Yorkshire.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Nursery Education	21
Primary Education	21
Headships	21
Deputy Headships Senior Masters/Mistresses	21
Scale 2 Posts	21
Scale 1 Posts	21
Middle School Education	21
Mathematics	21
Modern Languages	21
Physical Education	21
Rural Studies	21
Science	21

Secondary Education	
Remedial Posts	21
Art and Design	21
Classics	21
Domestic Subjects	21
English	21
Geography	21
History	21
Mathematics	21
Modern Languages	21
Musical	22
Religious Education	22
Science	22
Technical Studies	22
Scale 1 Posts	22
Sixth Form and Tertiary Colleges	22
Scale 1 Posts	22

Special Education	
Scale 2 Posts	22
Scale 1 Posts	23
Independent Schools	
Art and Design	23
Domestic Subjects	23
Geography	23
Mathematics	23
Modern Languages	23
Pastoral	23
Science	23
Technical Studies	23
Other than by Subjects	23
Preparatory Schools	
Mathematics	23
Modern Languages	23
Science	23
Other than by Subjects	23

Colleges of Further Education	23
Universities	24
Colleges of Higher Education	24
Community Homes and Associated Institutions	24
Youth and Community Service	24
Overseas Appointments	24

Administration	
Local Education Authority	25
General	26
Educational Psychologists	26
Ancillary Services	26
Miscellaneous	26
English as a Foreign Language	26

Other Classifications

Educational Courses	27
Personal	
Announcements	27
For Sale and Wanted and Postal Shopping	27
Holidays and Accommodation	27
Partnerships	27
Properties for Sale and Wanted	27

Appointments wanted

Nursery Education

AVON
Required for September 1981, a full-time nursery teacher to set up a new nursery unit. A committed Christian is preferred, willing to work in an inner city, multi-racial area with close links between church and school. We are looking for enthusiasm, a positive approach, and ability to work with parents. Apply with CV particulars to the Headmaster by August 18th, Easton C.E. (Aided) Infants School, Easton C.E., (05785) 605-80.

HEREFORD & WORCESTER EDUCATION DEPARTMENT
ST. PETER'S PRIMARY SCHOOL
Bromyard, Herefordshire HR1 1P
Required for January 1982, a teacher to be in charge of Slow Learning Unit (Scale 1).
Application forms and further details obtainable from the Headmaster on 05785 605-80. Foodscap s.a.e. (05785) 605-80.

Scale 1 Posts

CHESHIRE EDUCATION COMMITTEE
CHESHIRE COUNTY COUNCIL
CREWE AND NANTWICH DISTRICT
WESTMINSTER STREET NURSERY SCHOOL
Crewe.
NURSERY TEACHERS (SCALE 1) required to be in charge of a nursery unit in a structured nursery education and sympathetic to parental involvement.
Application forms from District Education Office, Delamere House, Delamere Street, Crewe (05165).

KNOWSLEY METROPOLITAN BOROUGH
HUTTON QUARRY ST. GABRIEL'S INFANTS SCHOOL
Hutton Quarry, Merseyside L34 6JH
NURSERY UNIT: Scale 1. Qualified teacher to be in charge of a nursery unit, to be open September 1981.
For application forms and further details apply to the Education Officer, Hutton Quarry, Merseyside L34 6JH. Tel: 051 481 1981. (05175) 605-80.

Primary Education

Headships

GLoucestershire
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

Deputy Headships Second Masters/Mistresses

WEST SUSSEX
ARUNDELL SCHOOL
Arundell, West Sussex BN1 1JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Arundell, West Sussex BN1 1JH. Tel: 01243 851-80.

Other Posts on Scale 2 and above

RICHMOND UPON THAMES LONDON BOROUGH OF
WESTFIELD'S JUNIOR SCHOOL
Westfield, Middlesex TW9 1JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Westfield, Middlesex TW9 1JH. Tel: 0181 871 1111.

DEPUTY HEADSHIP
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

DEPUTY HEADSHIP
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

DEPUTY HEADSHIP
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

Modern Languages

WEST MIDLANDS
EVERSHED PREPARATORY SCHOOL
Evershed, West Midlands B79 4JH
A teacher of French is required in January 1982, with the ability to teach this subject to the equivalent of 'O' level standard, in this independent Middle School for Boys and Girls. Accommodation is available for a single person.
This is a permanent appointment offering a salary and pension. Apply: The Headmaster, Evershed Preparatory School, 47 Evershed Road, Evershed, West Midlands B79 4JH. Tel: (0585) 635-80.

Physical Education

BEDFORDSHIRE SOUTHERN AREA
FIVE OAKS MIDDLE SCHOOL
Five Oaks, Bedfordshire MK43 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Five Oaks, Bedfordshire MK43 0JH. Tel: 0525 3111.

Rural Studies

SURREY
MARGENT'S HILL RURAL SCHOOL
Margent's Hill, Surrey GU24 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Margent's Hill, Surrey GU24 0JH. Tel: 0424 3111.

Science

BEDFORDSHIRE
NORTHSHIRE
St. John's Junior School
St. John's, Bedfordshire MK43 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, St. John's, Bedfordshire MK43 0JH. Tel: 0525 3111.

Secondary Education

CORNWALL
EDUCATION COMMITTEE
Cornwall Council, Cornwall PL1 1JH
Headship of a secondary school. For application forms and further details apply to the Education Officer, Cornwall Council, Cornwall PL1 1JH. Tel: 01326 3111.

DEPUTY HEADSHIP
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

WEST SUSSEX
COMPTON'S LAKE, Horsham, RH13 5JH
Scale 1. 16 Boys Comprehensive, U.O.E. 1100
Required September 1981, or after, experienced teacher for Special Services, Scale 2 for multi-level teaching, with the ability to teach this subject to the equivalent of 'O' level standard, in this independent Middle School for Boys and Girls. Accommodation is available for a single person.
This is a permanent appointment offering a salary and pension. Apply: The Headmaster, Compton's Lake, Horsham, RH13 5JH. Tel: (0436) 635-80.

By Subject Classification

Art and Design

Scale 1 Posts

KENT
EDUCATION DEPARTMENT
SOUTH EAST
Scale 1. 16 Boys Comprehensive, U.O.E. 1100
Required September 1981, or after, experienced teacher for Special Services, Scale 2 for multi-level teaching, with the ability to teach this subject to the equivalent of 'O' level standard, in this independent Middle School for Boys and Girls. Accommodation is available for a single person.
This is a permanent appointment offering a salary and pension. Apply: The Headmaster, Compton's Lake, Horsham, RH13 5JH. Tel: (0436) 635-80.

Rural Studies

SURREY
MARGENT'S HILL RURAL SCHOOL
Margent's Hill, Surrey GU24 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Margent's Hill, Surrey GU24 0JH. Tel: 0424 3111.

Science

BEDFORDSHIRE
NORTHSHIRE
St. John's Junior School
St. John's, Bedfordshire MK43 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, St. John's, Bedfordshire MK43 0JH. Tel: 0525 3111.

Secondary Education

CORNWALL
EDUCATION COMMITTEE
Cornwall Council, Cornwall PL1 1JH
Headship of a secondary school. For application forms and further details apply to the Education Officer, Cornwall Council, Cornwall PL1 1JH. Tel: 01326 3111.

DEPUTY HEADSHIP
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

EALING
LONDON BOROUGH OF
FEATHERSTONE HIGH SCHOOL
Featherstone, Ealing, London W5 1JH
Required for September 1981, a teacher of French is required in January 1982, with the ability to teach this subject to the equivalent of 'O' level standard, in this independent Middle School for Boys and Girls. Accommodation is available for a single person.
This is a permanent appointment offering a salary and pension. Apply: The Headmaster, Featherstone High School, Featherstone, Ealing, London W5 1JH. Tel: (0181) 635-80.

English

Scale 1 Posts

BEDFORDSHIRE SOUTHERN AREA
FIVE OAKS MIDDLE SCHOOL
Five Oaks, Bedfordshire MK43 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Five Oaks, Bedfordshire MK43 0JH. Tel: 0525 3111.

SURREY
MARGENT'S HILL RURAL SCHOOL
Margent's Hill, Surrey GU24 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Margent's Hill, Surrey GU24 0JH. Tel: 0424 3111.

Geography

GLoucestershire
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

History

DEPUTY HEADSHIP
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

DEPUTY HEADSHIP
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Deputy Headship for 1982. For application forms and further details apply to the Headmaster, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

SEFTON METROPOLITAN BOROUGH OF
EDUCATION COMMITTEE
MANOR HIGH SCHOOL
Manor, Sefton, Merseyside L34 6JH
Required September 1981, or after, experienced teacher for Special Services, Scale 2 for multi-level teaching, with the ability to teach this subject to the equivalent of 'O' level standard, in this independent Middle School for Boys and Girls. Accommodation is available for a single person.
This is a permanent appointment offering a salary and pension. Apply: The Headmaster, Manor High School, Manor, Sefton, Merseyside L34 6JH. Tel: (0515) 635-80.

Mathematics

Other Posts on Scale 2 and above

WEST SUSSEX
COMPTON'S LAKE, Horsham, RH13 5JH
Scale 1. 16 Boys Comprehensive, U.O.E. 1100
Required September 1981, or after, experienced teacher for Special Services, Scale 2 for multi-level teaching, with the ability to teach this subject to the equivalent of 'O' level standard, in this independent Middle School for Boys and Girls. Accommodation is available for a single person.
This is a permanent appointment offering a salary and pension. Apply: The Headmaster, Compton's Lake, Horsham, RH13 5JH. Tel: (0436) 635-80.

SURREY
MARGENT'S HILL RURAL SCHOOL
Margent's Hill, Surrey GU24 0JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Margent's Hill, Surrey GU24 0JH. Tel: 0424 3111.

Geography

GLoucestershire
BISHOP AVONTE SCHOOL
Bishop Avon, Gloucestershire GL5 2JH
Headship of a primary school. For application forms and further details apply to the Education Officer, Bishop Avon, Gloucestershire GL5 2JH. Tel: 0542 1551.

History

